

**"A STUDY OF
TEACHER'S PROFESSIONAL VALUES, FAMILY
RELATIONSHIP AND ANXIETY IN RELATION
TO ORGANIZATIONAL CLIMATE"**

THESIS

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Under the Supervision of :
Dr. R.L. Vishwakarma

Reader

P.G. Deptt. of Education & Research
D.V. College, Orai

Submitted by :
Smt. Arpita Dey

DECLARATION

It is declared that the thesis entitled, "**A STUDY OF TEACHER'S PROFESSIONAL VALUES, FAMILY RELATIONSHIP AND ANXIETY IN RELATION TO ORGANIZATIONAL CLIMATE**" submitted by me for the award of Ph.D. Degree in Education of the Bundelkhand University, Jhansi is my own work and never published earlier.

Dated :



(ARPITA DEY)

Dr. R.L. Vishwakarma
Reader
Deptt. of Education
D.V. College, Orai

CERTIFICATE

Certified that the thesis entitled-"**A STUDY OF TEACHER'S PROFESSIONAL VALUES, FAMILY RELATIONSHIP AND ANXIETY IN RELATION TO ORGANIZATIONAL CLIMATE**", submitted by Smt. Arpita Day for the award of Ph.D. Degree in Education of the Bundelkhand University, Jhansi is the candidates own work which has been carried on under my guidance and supervision for more than 24 months.

Dated :


(Dr. R.L. Vishwakarma)

Dr. R.L. Vishwakarma

Reader

Deptt. of Education

D.V. College, Orai

CERTIFICATE

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(Dr. R.L. Vishwakarma)

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The thesis in hand titled - "**A STUDY OF TEACHER'S PROFESSIONAL VALUES FAMILY RELATIONSHIP AND ANXIETY IN RELATION TO ORGANIZATIONAL CLIMATE**" completed and being submitted by the investigator is an outcome of the efforts, cooperation, goodwill and encouragement of several persons operating in different capacities at different stages of the work, this becomes the duty of the investigator to acknowledge their contributions and pay due tributes to them.

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CHAPTER - I

THE PROBLEM : ITS THEORETICAL FRAMEWORK AND CONCEPTUAL BACKGROUND

Human being is dynamic and progressive. Society is also an overchan phenomenon. It cannot remain stat and stereotype. The social structure is subject to incessant change, growing, decaying, finding, renewal, accomodating itself to the very varient conditions and suffering vast modifications in the course of time.³ Our society is, also undergoing transformation, as a result of which we have new tasks, new aims and goals before us. Hence, we have to re-orient education to achieve these goals. The goal before us is to build a new social order based on equality, liberty and justice. The role of the teachers in democratic system of education is very crucial. They have to act as friends, philosophers and guides of the students and help them to march forward to establish a new social structure.

The need of the hour is the maintenance of mutual goodwill and world peace. Teachers have to play an important role in restoring humanity among masses. It is the teacher who can inculcate the spirit of cooperation, socialism and humanism in the students. It is written in the preamble of the UNESCO:⁴ "since wars begin in the minds of men, that the defence of peace must be constructed the wide diffusion of culture and education of humanity for justice, liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern."

The role of the teachers in moulding the personality of the students depends on the aims of education. Education is to aim at

wholesome, worthwhile, progressive harmonious and spontaneous growth and development of personality. T.P. Nunn agreed"⁵, the primary aim of all educational effort should be to help boys and girls to achieve the highest degree of individual development to which they are capable of."

It is a universally accepted and established fact that academic growth and intellectual advancement of a nation is shaped by the quality of its citizens and this quality is inseparably linked with the quality of education imparted to them and it depends upon several factors - home, inherited traits, parental attitude, financial support, material equipments, curricula and methods of instructions in schools. The identification of qualified and able teaching personnel constitutes one of the most important of all educational concerns. The role played by the teachers in the growth of civilization is of in great significance and worth assuring recognition. A teacher is king pin of what is generally called educational system. It is he on whose efforts the implimentations of educational policies and programme depend, when the teacher is so important factor in the educational system, it is essential that he should possess specific skill and ability to his job.

Hence the role of the classroom teacher in education is central. The teacher is, after all, the point of contact between the educational system and the pupil. The impact of any educational programme or innovation on the pupil operates through the pupil's teacher. It is, therefore, quite accurate to say that a school's effectiveness depends directly on the effectiveness of its teachers. Maximizing teacher effectiveness is a major goal of education. In the words of Rayans, teacher effectiveness has been described as - "If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes

is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings and text books and although curricula may be approximately adopted to community requirements, if the teachers are misfits or are in considered significant from the point of view of its contribution on the existing quantum of knowledge in the area of teacher effectiveness. Thus, this study provides a new direction to one and all engaged in the improving the standards of learning and teaching .

As people are known, in large part, by their personalities, warmth, sincerity, exuberance, apathy, hostility, or by whatever dominant qualities others perceive them to possess, the same holds true for organizations. Some exude warmth and welcome to members and visitors , others convey the feeling of suspicion, distrust, aloofness, coldness or indifference. As such, every one of us will feel that a unique feeling, atmosphere, climate or personality is prevailing in a school, whenever we spend even a small amount of time with the members of the school, and the same is very much true for other establishments as well as such as hospitals, factories, business, establishments and others types of structure.

The feeling is difined and described in various terms by theorists concerned with explanations of phenomenon associated with complex organization. In other words, they believe that the distinct climate, atmosphere or personality perceived by persons in a particular building is a result of the manner in which actors at each hierarchical level of the organization interact with each other and with incumbents of other hierarchical levels. This feeling which results from the interaction of role participants at the various hierarchical levels

of the organization housed in a particular building is often referred to now, as the "organizational climate."

Organization as a concept has been discussed by different authorities in different ways. In the human organization like colleges, we find a number of individuals working together towards a common goal. Each of these individuals brings to the work situation a different background of personal and social experiences. These individuals differ in their demands on their job. These demands depend on an individual's physical needs and on his social needs. These socio-physical needs and the sentiments associated with them vary with his social conditioning as well as with the needs and sentiments of people closely associated with him, both inside and outside the organization. The increased attention given to the study of organizationals spend most of their lives in some form of the organizational membership college represent a common denominator for man's experience with organizations in that most members of society have inhabited colleges at one time or another. The college's mission is one of forming, freeing, developing and assimilating its young clients so that they may better function as individual personalities and as sustained contributors to our society. Because of their unique effects on children, the importance of their mission in society, and their common denominator quality, colleges need to become more persistent focus of study for those in the field of organizational theory and organizational behaviour.

The pupils are no longer looked upon as a raw material to be processed into finished material by the teachers. Hence the teacher was given a place of high importance in the organization. The maintenance of high level of professional values and less anxiety in

maintenance of high level of professional values and less anxiety in the teachers has long been an important objective for the educational managers. However reports in the educational journals about the teacher stress and indicate that employee values and satisfaction increased attention. It is clear that less anxiety and high level of professional values on the part of the School personal are generally viewed as desirable goals for administration. From research point of view, it is a fact which can not be overlooked that relationship between (tghe) organization climate and teachers professional values and anxiety needs to studied. An attempt of this kind will be made in this study.

"Value is something which pervades everything. It determines the meaning of the world as a whole, as well as the meaning of every person, every event, and every action. Even the smallest change introduced into the world by an agent has a value and is undertaken only on the ground and for the sake of some value moments. Everything that exists, and even everything that may exist or in anyway belong to the composition of the world, is of such nature that it not only exists, but also contains within itself either the justification or condemnation of its being. It can said of everything that is either good or bad; it can be said whether it must or must not be, or that it ought not to exist, that its existence is right or wrong (not in the judicial sense)."

This is the view expressed by Lossky and Marshall in 1935 in presenting the broad view of values. Stein (1961)⁶ also described the values in the similar manner. He considered values determine the choice men make and the ends they live by. What is considered good and what is evil, what is right or wrong, success or failure, what is

important or unimportant, desirable or undesirable, beautiful or ugly are some of the considerations determining the value. Whether the values lie in the realm of ethics, economics, aesthetics or religion, they exist as they are experienced in human minds and translated into human action, that they substantially determine the direction of human actions is a generally accepted view. Thus, values seem to determine, likes and dislikes of an individual's life, and control the behaviour.

Values determine the intensity and continuity of a particular human behaviour. When we speak of attaching a high value on a particular idea or feeling, we mean that the idea or feeling exerts a considerable force instigating and directing behaviour. A person who values truth, will expend a great deal of energy on the search for it. One who places great value on domination (Power) will be highly motivated to dominate over all others coming into his contact. Conversely, if something is of trivial value it will have little energy attached to it. In general, we can say that values are the key choices that shape the type of life, the man builds for himself and the kind of person he becomes and these reflect his basic values (Coleman, 1971).⁷

Values which are so important for an individual and which provide the key to a more adequate understanding of man in society, need investigation. One can easily understand the individuals if he is aware of their values.

Values shape the most of man's activities. It helps the individuals in having interest in one or some of the professions. The professions that an individual selects for himself are guided by his values. The knowledge of value, provides major clues to a person's professional choice. Each profession lays more emphasis on some or

other values, e.g. the profession of businessmen needs the persons having strong "economic" or "utilitarian values", the social-workers' profession, lay emphasis on high 'social values', the priests, require religious and humanitarian values.' Painters and Artists are characterised by high 'aesthetic value' (Lowell, 1969)⁸, and the scientists are much interested in 'theoretical value' (Ray Choudhry⁹, 1958). Thus it can be shown that every profession has its own type of values or value pattern. This view holds good with the teaching profession.

Values and behaviour of any person (to which teacher is no exception) are inter-related. Hence while chalking out any scheme with a view to bring about improvements in education the teacher's values must find an important place.

In the present study an attempt is made to study the new professional value-pattern of teachers. "The new, however, is not merely a resultant, but an emergent, it involves new qualities and new forms of relatedness which do make difference to go of the events that have emerged from. There is more in the complex than in the constituents. The 'more' of any given stage, even the highest, involves the 'less' of the stages which were precedent to it..... It (emergence) does not interpret the higher in the terms of the lower only." (Lloyed Morgan; quoted by Iyengar, 1942).

An important objective of 'Teacher-Education' should be to shape the personalities of its students into a professional mould and develop desirable values in them. For developing desirable professional values among teachers, the knowledge of the present and the emerging value-pattern is necessary. Kilpatrick (1967) has rightly said "The teacher must have as an essential part of his professional

equipment what is called a 'Map of Values.' With the help of such a map, daily decisions may be taken and resolved consistently with long range or short range destinations or decisions" in educational situations.

The research studies of Bledsoe¹⁰ (1962), Bowie¹¹ (1962), Gupta¹² (1966), Kakkar¹³ (1966), Spint Hall (1964), Pal¹⁴ (1969), Sharma¹⁵ (1970), Kulshrestha¹⁶ (1970 and 1972), Yadav¹⁷ (1971) and many others have revealed that teacher's values have an impact on students in the school situations. The method of teaching employed, emphasis put on different aspects of school curriculum and other major decisions for action in the teaching learning process have been viewed as reflections of the values and attitudes, the teacher has developed.

As the society is changing, the work, nature and responsibility of schools are also changing. The recent technology and other advancements have influenced school's socio-cultural climate. The teachers having different socio-cultural environment in their schools, may have different types of value-patterns.

To acquire the knowledge about the present value-pattern of teachers, the researcher thought to study value-patterns of teachers in today's socio-cultural environment of the schools. Here in the present study the socio-cultural environment of the schools is studied with reference to the teacher's level of education, type of schools, type of managements, student teacher relationship, physical environment, social status in the community, the factors relating to the sub-group membership like identity, teaching subjects, sex, marital status, education, income and similar others.

Studies of Allport¹⁸ (1960), Anderson¹⁹ (1966), Ray Chodhury (1958), Kaur (1967), Kulshrestha^{20,21} (1968, 1970, 1971), Kakkar (1970), Sharma²² (1970), Yadav (1971) and others are based mainly on the tool Allport, Vernon and Lindzey's "A Study of Values." It is forced choice instrument, based on definite theoretical model of "Spranger's" Six types of men. Since 'A Study of Values' is based upon 'Spranger's six types of men' and the items of the test are from all sorts of life spheres, there is a need for developing an independent test for teacher's values based upon Indian teacher's place in present day socio-cultural environment.

The proposed scale based upon school's situation will help to understand and to improve the emerging value-pattern of teachers in the present socio-cultural environment of India. Incidentally it may also prove helpful in the selection procedure of teachers.

TEACHERS' PROFESSIONAL VALUES :

Teachers professional values refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of teaching community governing the behaviour of the individual or group which helps in realization of their goal and fulfilment of their moral, social, aesthetical, educational and psychological needs.

To construct the Teachers Professional Values Scale (TPVS) a list of dimensions of values required for the profession of teaching was prepared with the help and consultation of the teachers and educationists. This list was sent to professors, educationists numbering 50 of different parts of India, to ascertain the dimensions of Teachers Professional values. Seven dimensions were determined on the basis of the opinion of these experts; as (i) Moral values - honesty,

truthfulness, sincerity, integrity, kindness, compassion, tolerance, judiciousness, (ii) Social Values - Socialbility, helpful, law abiding, cooperation, love for young follow social norms. (iii) Educational Values - up-to-date knowledge, knowledge of the subject matter, effective teaching, punctual, honest in evaluation. (iv) Personal Values - cleanliness, tidyness, health care, progressive, effective use of voice, hardworking. (v) Economic Values : Contended not greedy, non- acceptance of bribe, increase in income through suitable means, economic adjustability. (vi) Democratic Values : Love for freedom, love for justice, love for equality, conscious of rights and duties, nationalist. (vii) Aesthetic Values : Environmental cleanliness, appreciate beauty, cultured, systematic methodical.

ANXIETY :

Family Relationship :

The shorter Oxford English Dictionary- Anxiety is not a simple condition. There is normal as contrasted with neurotic anxiety. The latter is not inevitable and perhaps even what is labeled normal is unnecessary in a life space for the optimal functioning of a man. But this optimistic view is not acceptable to many. Increasingly the existentialists turn psychologists to an acceptance of the inevitability of anxiety.

Anxiety is not something we 'have' but something we 'are' or so say the existentialists. It is the centre of our being.

William James²³ earlier called anxiety an instinctive reaction to certain objects or situations which might represent danger. If the danger is real, then the anxiety reactions have a biological usefulness and can be considered an evolutionary product is the struggle for existence. He also assumed that some anxiety reactions were

altogether senseless and represented "Natures in perfect wisdom".²⁴ However he considered any anxiety phylogenetically fixed and unlearned. This belief in inherent anxiety permeates certain approaches to state of stress from conflict.²⁵

May²⁶ reports that normal anxiety -- (a) is not disproportionate to the objective threat, (b) does not involve repression, and (c) does not require neurotic defence mechanisms. It can be confronted constructively on the level of conscious awareness or can be relieved if the objective situation is altered.

FRUED²⁷ defined anxiety in terms of three characteristics -- (a) It has a "specific unpleasurable quality", (b) it involves "efferent or discharge phenomena," and (c) it consists of the perception of these.

It is now apparent that the concept of anxiety as process must be added to the conceptual distinction between anxiety as a transitory state and as a personality trait or disposition. In essence, anxiety as process refers to the sequence of cognitive effective and behavioural responses that occur as a reaction to some form of stress. The process may be initiated by a stressful external stimulus, or by an internal cue that is threatening. Cognitive appraisals of danger are immediately followed by an anxiety state reaction, or anxiety state or by in comment in the level of state reaction, or anxiety or by in comment in the level of A-State-Intensity. Thus, an anxiety state is at the core of the anxiety process, and the concept of anxiety as process usually implies the following temporarily sequence of events.

STRESS -----	PERCEPTION -----	A STATE
	OF DANGER	REACTION

Anxiety is considered as a block to an activity. A person who suffers from anxiety may not be able to devote his full energy in the performance of a task. It is, therefore, considered by many that anxiety interferes with the activity and so learning is impeded. This notion is, however, based on an erroneous understanding of the role of anxiety. In fact anxiety might deter learning or might also stimulate it. According to Bugelski, attention is a primary factor in learning. Attention may result because of desire for reward, desire to escape punishment, curiosity, etc. but basic to attention is anxiety. Bugelski considers that the task of the teacher is of creating the necessary degree of anxiety. It is a difficult question to answer as how much anxiety is to be created, or if the anxiety is too much, it would create a need to avoid the learning situation and too little anxiety would result in a lack of attention. Bugelski suggests that by arousing student's curiosity the anxiety is created because curiosity is a disguised form of anxiety. The children's curiosity must be aroused and they should be given initial task in which they are successful.

In social situations a great deal of learning takes places because individuals seek to avoid or reduce anxiety. Children modify their behaviour in order not to offend and disappoint parents. In their anxiety to please their parents the children work hard for success in examination.

The experiments by Sarah Alleson and Philip Ash²⁸ to discover the effect of anxiety on learning from films showed that the raising of the anxiety level was accompanied by an improvement in the scores made on the test.

Only "normal anxiety" can make students receptive to learning. The lack of such anxiety in social situations makes the

children carries of the rights and feelings of others. Such children become self-centred. They do not care for others but most of the children learn to develop a degree of "normal anxiety." It has a socializing effect and enables the children to learn self-control and self-restraint.

The children who suffer from over-anxiety have difficulty in making progress in learning. They develop patterns of behaviour which are undesirable. For example, if a student appears in the examination with too high an anxiety he is likely to misunderstand the questions and forgetting may also result. Therefore, only the anxiety in the middle ranges stimulates the most effective learning. F.N. Con²⁹ administered tests of anxiety to fifth-grade boys in Melbourne, Australia, and divided them into three groups, representing high, middle and low anxiety. The academic performance of the middle-anxiety groups was significantly better than that of the other two groups. The poorest was that of the high-anxiety group.

An instrument was developed by Seymour Sarason³⁰ and his co-workers to measure "test anxiety". By test anxiety he meant that kind of anxiety which prevents people from doing well in stress situations. It was found that those children who scored high on Test anxiety, scored low on intelligence and achievement test. Feldhusen and Klausmeier³¹ also developed an anxiety test known as the Children's Manifest Anxiety Scale (CMAS) to explore the relationships among anxiety, intelligence and achievement. They found that the lowest I.Q. group had the highest degree of anxiety. Anxiety scores were negatively correlated with I.Q. and achievement for the middle and low I.Q. groups; the correlations for the high I.Q. group were approximately zero. Research with students at the college

level also shows that high levels of anxiety interfere with academic performance even for students with above average ability.

Travers³² mentions that research has shown that in the learning of very simple responses, such as , a typical conditioned reflex, the speed of learning is greater for high anxiety subjects than for low anxiety subjects. On the other hand, when the subjects are required to learn in a more complex manner which involves the selection of responses from two or more that are available, then the reverse occurs; the high-anxiety subjects learn at a lower rate than the low anxiety subjects. Travers considers this situation to be consistent with that is known about motivation. He says "if motivation is raised beyond a certain level, then too many, responses are raised above the level at which they become available, and confused behaviour results. 29

In High anxiety situations, as in training pilots to handle emergencies, the training should be given so comprehensively that the individual has a highly overlearned response. It is necessary that the individual has a considerably stronger response to handle emergency than any other alternative set of responses. These alternative responses will be aroused by anxiety but the right response should only be made and through training it should be fully strengthened .

Many other studies conducted in the field of anxiety bring out some interesting facts. It has been found that a high level of anxiety aids the learning of simple material but interferes with the learning of complex material. This finding is quite puzzling to a teacher who is supposed to create middle anxiety. Such problems for the teacher make teaching a tough job. It is difficult to give specific instructions to the teacher as how to create anxiety or cope with too

much anxiety in the class. An effective teacher is one who is able to sense the level of anxiety in his class-room. If he finds it more he takes steps to reduce it. If it is less, he creates more of it.

Organizational Climate :

Educational institutions differ among themselves in many ways. A teacher or an experienced principal can quickly sense or feel the individuality of an institution. Sometimes this individuality is called the "atmosphere" of the institution. Other popular labels for this are the tone of the institution, climate of the institution or the schools personality. This "atmosphere" or the "climate" of the institution is, no doubt, intangible. Much of the evidence of this however, comes from observation of behaviours of people in the institution. In one institution faculty members appear to be relaxed and at ease with each other. They seem competent and generate within us a sense of confidence. In another we find greater tension and the teachers show it in their faces, the manner of their speech and how they teach and supervise students. Some colleges are very noisy and "on edge" and often the teachers in these institutions shout a great deal. In some colleges the principals seem to emphasize their authority and status, often stressing formality and correctness in dealing with others. In some colleges the relations among staff members, between staff-members and the principal are much strained. All these subtle differences which characterize the psychological environment are the domains of organizational climate of the institutions. Argyris³³ calls this the "living system" of the organizations. Analogously, Halpin³⁴ states "what personality is to the individual, organizational climate is to the organization." Thus, one useful way of viewing and understanding colleges and possibly to direct and control them more

effectively so as to achieve their goals is through the concept of organizational climate.

Organizational or institutional climate is said to be one of the important factors that affect the quality of education imparted in the colleges. A number of researchers have brought out its importance as one of the factors affecting students learning, teacher behaviours and their personality qualities such as their morale and alienation from college teaching and other work along with the effectiveness of the institution. Wright and his association³⁵ and Perkins³⁶ have clearly brought out the significance of classroom climate as related to students' learning and development.

A number of researches have been conducted which demonstrate that the institutional climate is related to several aspects of college life such as leadership, institutional ideologies, student and teacher characteristics. In the study made by Hall³⁷ organizational climate was found to be related to the leadership of the college principals. This study tended to show that the climate of an organization is very a function of leadership styles and qualities. Organizational climate of the school contributing significantly to the morale of teachers was brought out in the study conducted by Murphy.³⁸ It has also been found that development of creativity in students is also related to institutions organizational climate. Thus enough evidence seems to be available which shows that organizational climate of colleges is a factor that, perhaps, cuts across several aspects of college life. Yet, the evidence does not seem to be conclusive. Studies are too few to draw any conclusive inference from them. Hence, there is the need to conduct more and

more studies on the relationships of organizational climate of colleges with as many aspects of college life as possible.

RATIONALE OF THE STUDY :

A question may be asked . Why should these variables be related to each other. It is not difficult to see that these relationships are hypothesized on quite sound basis. The hypothesized relationship between organizational climate of colleges and the teachers' professional values & family relationship of the teacher's can be justified for psychological point of view. It is well known that what the individuals do, the way they act and behave with others in any situation creates a kind of atmosphere comprising peoples relationships among themselves, their feelings and attitudes about work and towards each other. The teachers' influences the behaviours of students and other persons working in the college. In view of his desirable and undesirable behaviours of the people may develop good or bad relations with each other as well as with him & within her/his family This way generate a unique kind of atmosphere or climate in college. Hence, it is expected that the teachers' professional values of the college teachers should be related to the organizational climate of the colleges.

Teacher's Family relationship & anxiety is a kind of output of his activities. Satisfaction or frustration of need, largely depends on the conditions operative in the environment. Obviously, organizational climate may be considered to have potentialities causing anxiety satisfaction or frustration of needs. The relationship hypothesized appears to be reasonable. Similarly teacher's professional values may be conceived of as being affected by organizational climate. Favourable climate characterized by factors

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and conditions that are satisfying, rewarding supportive of achievement and good work and conducive to teachers personal and professional well-being must boost up the morale of the teachers. It is a fact of common sense. But this study is planned to get more empirical evidence to that what is common sense may become a scientific truth. When teachers in a college have high teacher's professional value and no feeling of alienation with favourable climate in the college the natural consequence of this which can be easily expected will be that the institution is effective.

In this way, all these seven variables involved in this study may easily be visualized to be interrelated logically it seems quite plausible to think in this way. But scientific evidence is not available. A few studies are there as reviewed in chapter - II which have shown them to be related. But they are too few. For several reasons they can not be considered adequate and perfect. For these reasons more and more studies on their relationships are needed.

SIGNIFICANCE OF THE STUDY :

The study of inter-relationships of these variables may be considered important from several points of view. Since each one of them individually seems to be important in the context of the qualitative improvement of college education, it may be more meaningful to demonstrate empirically that it is a fact a reality, Institutional effectiveness, in other words, 'means high quality of education. Hence, institutional effectiveness is essentially the same as qualitative improvement of education. If it is revealed by this study that teachers professional values family relationship & anxiety are related to institutional effectiveness it may be possible to guide the principals to adopt the most suitable style in order that the quality of

education improves. This knowledge may be helpful in training of the teachers. The principals may also be benefitted by this knowledge as this may develop in them a greater insight in the administration of colleges.

How teachers professional values family relationship affect institutional effectiveness is not known. May be that they affect the organizational climate of the college teachers anxiety and values and through interactions with these variables they affect the institutional effectiveness. This knowledge which is expected to be brought out by this study may be extremely important from the point of view of qualitative improvement of college education and increasing the efficiency of the college teachers.

Organizational climate too may not be an independent factor. It may be inter-linked with teachers professional values & family relationship either as a cause or as consequence of these variables. At the moment there seems to be a paucity of such information. The present study will reveal how these variables are inter-related to each other. This in itself may be considered meaningful and important. If they are found to be inter-related it may be possible to explain more validity the dynamics of functioning of those variables in determining the effectiveness of colleges. Also it may help in understanding more fully the operational implications of these variables in the context of qualitative improvement of college education.

In this way the study seems to be important. It may be considered significant from the point of view of its implication in the field of knowledge. It may yield information and knowledge which

at present is not available. Also, it bring out knowledge which can be utilized in upgrading the quality of colleges education.

DELIMITATION :

Following are the delimitations of this study :

1. The study is confined to the colleges of Bundelkhand University only.
2. The study is based only on the male and female colleges.

OUTLINES OF THE WORK :

I. THE PROBLEM :

The problem for the research has proposed to have the title, "A study of teacher's professional values; Family Relationship and anxiety in relation to organizational climate." There were eight variables involved in this study - teachers' professional values, Family Relationship, anxiety, experience, qualifications, type of management of the Colleges and organizational climate of Colleges. The purpose of this study was to investigate the relationship that might be existing among these variables.

II. OBJECTIVES :

The present study ^{was} has undertaken to achieve the following objectives :

- i. To study the relationship between organizational climate of college and teachers' professional values.
- ii. To study the relationship between organizational climate of Colleges and teachers' anxiety.
- iii. To study the relationship between organizational climate of the college & Family relationship of teachers.

- iv. To study the professional values of teachers with respect to variables namely teachers' sex, experience, qualifications and type of management of the colleges.
- v. To study the teachers' anxiety with respect to variables namely teachers' sex, experience, qualifications and type of management of the colleges.

III. HYPOTHESES :

In order to achieve the forgoing objectives following hypotheses have been formulated :

- i. The teachers' professional values are related to organizational climate of colleges.
- ii. The teachers anxiety is related to organizational climate of colleges.
- iii. The organizational climate of the college is related to teacher's family relationship.
- iv. The professional values will differ in the male and female teachers.
- v. The professional values will differ in the more experienced and less experienced teachers.
- vi. The professional values will differ in the more qualified and less qualified teachers.
- vii. The professional values will differ in the teachers' of the university and affiliated colleges.
- viii. The teachers' anxiety will differ in the male and female teachers.
- ix. The teacher's anxiety will differ in the more experienced and less experienced teachers.

- x. The teachers' anxiety will differ in the more qualified and less qualified teachers'.
- xi. The teachers' anxiety will differ in the teachers of government and non government colleges.

IV. DEFINITION OF THE TECHNICAL TERMS USED :

i. Professional Values :

This refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of teaching community governing the behaviour of the individual or group which helps in realization of their goal and fulfilment of their moral, social, aesthetical, educational and psychological needs.

ii. Family Relationship :

It describes the teachers relationship with their family members.

iii. Anxiety :

This refers as a series of symptoms, which arise from faulty adaptations to the stresses and strains of life. It is caused by overaction in an attempt to meet these difficulties.

iv. Organizational Climate :

This may be defined in terms of interaction that takes place between organizational members as they fulfil their prescribed roles while satisfying their individual needs. Further more it is resulting conditions with in the institution of social interaction among the teachers and between the teachers and administration.

v. Methods and Procedures :

This includes population, sampling methods and procedures proposed have been used in this study.

a. **The Population and Sampling :**

The population for this study has been defined as all the constituent and affiliated colleges of Bundelkhand University. Though the unit of sample will be the teacher, sampling by teachers was inconvenient. Hence, Cluster sampling method was used under which in fact group of teachers available in units of Colleges will be selected. It has been decided that all the affiliated government & non government colleges of Bundelkhand University were included in the study.

b. **Variables Involved :**

The following the variables were involved in the study :

1. Teacher' professional values.
2. Family Relationship
3. Teachers anxiety
4. Organizational Climate, and
5. Teachers' sex
6. Teachers experience
7. Qualifications, and
8. Types of management (Affiliated Colleges & University)

c. **Tools Used :**

In order to measure the forgoing variables, the following tools were used :-

- i. Teachers professional values scale constructed and standardized by P.C. Shukla and W.N. John.
- ii. Teachers Family Relationship Questionnaire - Self made.
- iii. Teachers Anxiety Scale - Self made.
- iv. Organizational climate Questionnaire constructed and standardized by M. Bhatnagar.

- v. Teachers sex, experience, qualifications and type of College management need no measurement device. They are readily identifiable from the records.

d. **Collection of Data** :

The Data have been collected on the following tools :-

- i. Teachers professional values scale.
- ii. Teachers Family Relationship.
- iii. Teachers Anxiety Scale.
- iv. Organizational climate questionnaire.

All the four tools were administered to the teachers of the Bundelkhand University. The investigator approach the respondents through personal contacts. The respondents were assured that their data will be kept strictly confidential.

e. **Statistical techniques used** :

The Data collected have been analysed by using descriptive statistics and any parametric test (CR) or any other suitable non-parametric test. Parametric tests were considered to be the most powerful tests and should be used if their basic assumptions can be met. These assumptions were based upon the nature of population distribution, and on the way the type of scale was used to the data observations. Non-parametric tests were distribution free tests. Hence, appropriate statistical techniques have been used by keeping in view the assumptions.

f. **Analysis of Results and Interpretations** :

The collected data were analysis and interpreted. Various statistical techniques such as Mean, S.D., C.R. Values /t', and

correlation 'r' were used for analysis and interpretation. The meanings were discussed in the reference of various studies.

CONCLUSIONS AND SUGGESTIONS :

After completing the analysis and interpretations, conclusions have been drawn on the basis of the results obtained. The framed hypotheses and their related objectives have been examined in the light of the study. A few suggestions have also been given for improving the quality of teachers. A few limitations, under which this study has been conducted, have been pointed out to enable proper review of the findings and ultimate conclusions. In the end, some suggestions for further research has also been offered as no research is complete within itself.

THE REPORT :

The chapter-wise report of the study has been submitted under various heads as give below :-

- i. Acknowledgement
- ii. Contents
- iii. List of Tables
- iv. List of Figures
- I. The Problem : Its Theoretical Framework and Conceptual Background.
- II. Review of Related Research and Literature.
- III. Methods and Procedures.
- IV. Analysis of Data, Results and Discussions.
- V. Implications of Findings and Suggestions for Further Research.
- VI. Summary and Conclusions

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CHAPTER -II

REVIEW OF RELATED RESEARCH AND LITERATURE

In this chapter are reviewed related research and literature, Mainly, the chapter has been divided in the following sections :

1. Research on Organisational Climate,
2. Research on Family Relationship.
3. Research on Anxiety.
4. Research on Professional Values.

In each area an attempt is made to bring out the kind of research that has been conducted and to point out the gaps where they exist.

RESEARCH ON ORGANIZATIONAL CLIMATE :

The account of research on organizational climate is presented into two parts, one consisting of studies that have highlighted its relationship with other variables influencing the organizational behaviour, or its efficiency, and the other consisting of studies that have shown how the climate of institutions differ from institution to institution.

Cunningham and her associates viewed all learning as problem-solving and held that a skilled researcher like a skilled practitioner can best fulfil his function by creating a democratic climate in the classroom. The teacher should help students in recognising and identifying the common goals, values and roles of

group members. They further argued in favour of developing institutionalised methods of problem solving and learning.

Moustakes in a clinical, anecdotal, observational but non-experimental work, wrote that effective learning can only take place in the educational institutions where threat and anxiety are minimum. Effective learning can only take place "where there is freedom of expression within the limits of the classroom, where each person can state himself in terms of himself without fear of criticism or condemnation, where feelings are expressed and explored, where ideas and creative thinking are treasured and where growth of self is the most important value."

A number of researches have been conducted to find out how organizational climate is related to other variables, factors and conditions such as leadership, institutional ideologies student and teacher characteristics. Farinols¹ in a study found significant relationship between belief systems (open mindedness) of the chief negotiators for teachers and the openness of the organizational climate of the schools. Chief negotiators for teacher (faculty association leaders) in the district with relatively more open organizational climate were found to be more dogmatic. Halpin's OCDQ was used for measuring organizational climate of the schools. Attempts were made to find out if organizational climate was related to professional leadership of principals and pupils' progress in the study made by Guy.² Organizational climate, in this study, was not found to be related to any of the two variables. But, in the study made by any of the two variables. But, in the study made by any of the two variables. But, in the study made by Hall³ organizational climate was found to be related to the leadership of the school principals. It

was concluded in this study that leadership behaviours characterized by high nomothetic, high ideographic orientations may lead to more open school climate. The study tended to show that the climate of an organization is very much a function of leadership styles and qualities.

The organizational climate characteristic has been related to a number of other variables characterizing the institutions and the personality of people working in them. In a study Petasis⁴ such characteristics as age of the staff members and size of the staff, principal's administrative experience related to the climate of the school. These were, however, not found to be related to the climate. Rideout⁵ on the otherhand found that size and location of the school were significantly related to school climate, smallness and rurality being positively correlated and largeness being negatively in the correlated size of the school. Size is, perhaps, a significant factor in influencinmg the way students feel towards their school. Size of the school and length of the experience of the principal were, however, not found related to organizational climate of school in the study made by Lee⁶, Sharma⁷ studied relationship of school climate with school effectiveness, principals effectiveness and teachers satisfaction along with other variables. Sharma⁸, and Sharma Parham⁹ and found relationship existing between school climate and structure behaviour and consideration behaviour of the school headmasters. Baylay,¹⁰ Pace¹¹ and Stern¹² have conducted studies which clearly demonstrate that the environment (organizational climate) is the most important determinant of human behaviour. Relationship between principal's belief systems and organizational climate was studied by Crates.¹³ No significant relationship was found, in this study, between

principal's belief systems, intolerance and authoritarianism and the climate.

How school or college climate affects creativity development in students has been studied in a number of studies. They have shown that anti-creativity climates are predominant in most organizations. Gibb,¹⁴ Ellison,¹⁵ Jex,¹⁶ Taylor¹⁷ all have pointed out to "anti-creativity characteristics" of organizational climates. Elementary teachers were however, found to be perceiving their schools climate as being more closed than do their respective principals. It was further concluded in this study that teachers, generally, view their respective schools, organizational climate as being closed while principals view their respective schools as being at various locations along the organizational climate continuum. Braden¹⁸ discovered that teachers in the schools with more open climate hold more positive attitudes towards students. The same was found to be true for principals also. However, no such difference was found in the attitudes of students towards teachers and their schools. The climate of the school was found related to schools' teachers' and principals' pupils control ideology also in the study made by Appleberry.¹⁹ Schools with more open climate, their teachers and principals tended to be more humanistic in their pupil control ideology as compared to their counterparts with closed climate. Principals' non-verbal behaviours were found linked with the organizational climate of elementary schools in a study made by Woodard.²⁰ Significant relationships were found between perceived congruence of verbal and non-verbal behaviour of the principal and organizational climate. Organizational climate of the school contributing significantly to the high or low morale of teachers was brought out in the study conducted

by Murphy.²¹ The same was concluded in a study conducted by Sharma and Quraishi.²² Organizational characteristics such as public-private schools, large and small schools were found related to such dimensions of organizational climate as teacher morale and principals management style in the study made by Moser.²³

The organizational climate of the schools may influence the attitudes, values and other personality aspects of the students. This hypothesis has been tested in several studies. Roy²⁴ has studied the relationship between the organizational climate of the school and the self-concepts plus attitudes towards schools of the students at junior high school level. No significant relationship, was found in this study. Relationship among graduate students value orientations personality needs and perceptions of organizational climate were studied by Bernstein.²⁵ Meaningful differences in school climate, personality needs and value-orientations were not found. The study made by Rao²⁶ found significant relationship existing between received environment (climate) and students attitudes towards their medical profession (positive professional attitudes being associated with better climate). The perceived climate was not, however, found related to academic achievement, professional level of achievement and work values. Management style of the principals was also found related to organizational climate of the school by Vice.²⁷ In this study it was revealed that the schools where principals were perceived by teachers to be concerned with teachers, providing them with encouragement, being approachable when needed, supporting their professional growth and recognizing their importance were the schools which the teachers perceived to be open in climate.

It has been established beyond doubt that institutions differ from one another with respect to their organizational climates. Just as differences are found among individuals with respect to personality qualities, differences are found to exist among organisations and institutions with respect to their climates. Studies of organizations and institutions have clearly demonstrated this fact. Hence, this has been found of great interest to describe how they differ from one another. This knowledge has been considered useful in recognizing institutions so as to improve their climates. A brief survey of studies of this kind is presented.

In a study conducted Prutsman²⁸ efforts were made to ascertain if the existence of climate could be verified within the twenty-four middle schools of Broward country. The study was conducted with a 37 items version of the OCDQ developed by Halpin. The existence of climate in each of these schools was supported by each analysis of the data in this study. It was also found that the climate of the traditional schools was different in several ways from that of the flexible schools. These differences were, primarily evident in the principal thrust, principal consideration and esprit dimensions. Christopher²⁹ using case-study methods, investigated the background, current status and environmental interactions of a secondary school faculty for ten months in 1973-74. The study was made in the inner-city of a large city district. Los Angeles, California. The study described the climate of the school in terms of basic attitude patterns of urban teachers. Climate of schools, however, as perceived by teachers and students need not to be similar. This was brought out by Foraker³⁰, Sharma³¹, Sharma, Buch and Rai³², Mubayi and Sharma³³ have all demonstrated that schools differ in terms of their climate.

In their original study Halpin and Crofts³⁴ administered their OCDQ in 71 elementary schools in various parts of the country. It was found that schools varied in their climate profiles. In some schools teachers thought morale was high, in others somewhat lower. In some schools the principal was rated high in consideration, in other their principal evidenced less consideration. This was the situation found on other scales of OCDQ also.

"Medical schools differ in important ways has been demonstrated by Leonard L. Baird.³⁵ This piece of research has shown that differences in organizational climates of the medical school render each school unique. He characterized each of these schools as flexible, dominated by traditional excellence, high standards and liberal, clearly structured demoralized, suffering from malaise, big with contingent characteristics. Each was described to be unique. Such differences have been found in the socio-emotional climates of the higher secondary schools of the district of Ajmer by Rampal Singh³⁶ also.

Cornell³⁷ (1955) has referred to the organizational climate of a school as a delicate blending of interpretation (or perceptions as social psychologists would call it) by persons in the organization of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization.

Cornell and Argyris³⁸ (1955) have explained that school represents a social system within which teachers and principals interact as organizational members.

Bidwell³⁹ (1957) has concluded that School is not just a formal organization, but a social system or small society.

Getzel and Guba⁴⁰ (1957), have stated that school is a sociophysical system. The nature of the relationships between the principal and his staff and among his teachers will also affect the quality of educational a school provides. This is to say the personality of a school or its organizational climate is assumed to have some effect upon the success a schools enjoys in accomplishing its objectives. It may be safely stated that organizational climate effects teaching, learning and professional growth of the teachers which again justifies our efforts for measuring organizational climate of Schools.

Halpin and Crofts⁴¹ (1963); their findings are that, the organizational climate of a school can constructed as the organizational personality of a school. 'Personality they said, 'is to the individual what climate is to the organization. They recognized that the off used concept of moral has a limited value in describing the climate of a school for research has shown that whatever morale is, it certainly is not single dimensional.

Lonsdale⁴² (1964) has concluded organizational climate as the Global assessment of the interaction between the task achievement dimension and the needs satisfaction dimension, within the organization or in other words, of the extent of the task-needs integration.

Sinclair⁴³ (1970) has used "educational environment" as synonymous to "organizational Climate." He stated that educational environment refers to the conditions, forces to the conditions, forces and external stimuli that foster the development of individual characteristics.

teachers were favourable, and their attitude towards child centred practices and educational process was more favourable than their attitude towards teaching as a profession, classroom teaching, pupils and teacher; (iv) there was no difference in the attitude of teachers due to difference in age; male and female teachers differed in their attitude; (v) there was significant positive relationship between scores on theoretical and social values and scores on attitudes; (vi) there was a positive and significant relationship between scores on attitudes and scores on satisfaction.

Tripathi⁶³ in his study tried to find out the relationship between Teacher Attitudes and organizational climate. The sample of the study constituted 840 teachers, ten each from all the 84 intermediate colleges in Varanasi District. He concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private college and girls and boys colleges were not significant.

A study was made by Educational Survey, Unit of NCERT⁶⁴ to determine the extent of the teacher's acceptance of the role in which they find themselves. The aim of the study was to know how teachers reacted to various issues related to their professional life and efficiency, and how the above reactions were related to the factors like management, area, sex, age, experience, academic and professional qualifications, etc. The sample was taken of 6,558 teachers of middle section of 377 schools attached to high and higher secondary schools and intermediate colleges of all the states including some union territories. Major findings of the study were : the attitude of teachers differed significantly under different management, (ii) the tenure of service did not affect the attitude of teachers, (iii) the attitude of

Douglas and Rice⁴⁹ found no evidence to support Maccoby and Jacklin's theory that greater female anxiety had to do with greater male defensiveness. They, also, found that girls rated themselves higher on general anxiety than did boys. It appears that some support exist for a sex difference in both general and test anxiety.

Hart⁵⁰ in his study asked to high schools pupils to list characteristics of the teachers they had liked best. The six most frequently mentioned characteristics on this test were (i) has teaching skills, (ii) is cheerful, good-natured, patient, not irritable, (iii) is friendly, companionable, not aloof, (iv) is impartial-does not have "teacher's pet's", and (v) is fair in grading and making.

Bruce and William⁵¹ included the following factors in teacher effectiveness as cognitive experiences : (a) Training; (b) Socialization; (c) Ascribed position, (Teachers preparation, skill, Motives, Habits, Knowledge); (d) Teacher behaviour (Trait, Immdial effects - external and internal changes in the behaviour of students); (e) Long term consequences (Adjustment of pupil and new ideas in life and education).

Jones⁵² found a composite rating derived from practice teaching grade, placement bureau ratings and the principals ratings. She divided a group of teachers into good and poor teachers. Her data gathering device consisted of numerous tests including Guilford ----- Zimmerman, Temperament-survey Technique (general activity, restraint, ascendance, sociability and emotional stability was almost equal among good and poor teachers. Good teachers, however, seemed to be characterised by a efficiency of production. They seemed to be more flexible in numerical abilities and disposition. Significant differences among good and poor teachers in academic ability were

indicated. Good teachers were found superior to poor teachers in intelligence, knowledge of subject matter and professional knowledge. Good teachers were some what sociable and dominant than poor teachers.

Maccoby and Jacklin⁵³ write that there is too little evidence, and the findings are too ambiguous to support a conclusion of sex differences in either general anxiety or test anxiety. They raise the question of whether or not any sex difference that appears is due to girls greater willingness to admit to anxiety.

The best and poor student teachers were selected by Schultz and Ohlson⁵⁴ from the team judgement of student teachers supervisors. Both were made to respond to strong Vocational Interest Blank. It was found that the best student teachers took interest in working with people and selecting occupations which involved teaching.

Ryans⁵⁵, based his findings on the responses of teachers to a teacher's characteristics schedule, High teachers were found to be intelligent and social with interest in music, painting, creative literacy affairs. They were generous, emotionally stable and cheerful. On the otherhand, low teachers were restricted and critical in their appraisals of other persons. They were less intelligent, emotionally less stable and represented older age-groups.

Bush⁵⁶ studied that the teacher-pupil relationship was the most important factor as the cause of successful teaching. He reported surprising inconsistencies between teachers perceptions of their report with students and actual attitude of those students towards the teachers. He concluded that, generally speaking, those teachers who knew most about their students and who were sympathetic and accepting with respect to individual abilities and

needs of children had the best chance of establishing good relationship with a majority of students in their classes.

Spielberger⁵⁷ designed a test inventory to evaluate the effectiveness with the help of (TAI) Text Anxiety Inventory of various behaviour therapies in the treatment of college students suffering from text anxiety. It contains 20 items asking respondents how frequently they experience symptoms of anxiety before, during and after examinations. Worry and emotionality are separately scored on subscales and are also components of the total anxiety score. Results with TAI indicate that it is sensitive to reduced levels of text anxiety expected from the effects of behaviour therapies in combination with study-skills training.

Summers⁵⁸ concluded that attitude can not be observed but must always be inferred from behaviour. The process of measuring attitudes, therefore, can be conceptualized as consisting of three stages :

- (i) Identification of the type of behaviour samples that are acceptable as a basis for making inferences,
- (ii) Collection of samples of behaviour, and Treatment of the behaviour samples so as to convert findings about them into a quantitative variable.

Lal⁵⁹ in his study determined the nature of the relationship between vocational anxiety and general anxiety, between vocational anxiety and creative thinking, between vocational anxiety and teaching success, between general anxiety and teaching success. The sample of the study was 220 teachers trainees (110 males and 110 females) studying in three colleges affiliated from the Punjab University, Punjab. He found that (i) men and women teacher

trainees did not differ significantly in vocational anxiety, whereas they differed significantly in general anxiety; (ii) high vocational anxiety was inversely related to teaching success, but high general anxiety was not associated with teaching success; (iii) the teacher in high and low creative thinking groups did not differ significantly from each other in vocational anxiety, whereas they did differ significantly in general anxiety; (iv) the difference in percent number of men and women teacher trainees in high vocational anxiety group was not significant, whereas in the case of high general anxiety group, the difference in percent number of men and women teacher trainees was significant; (v) the difference in percent number of men and women teacher trainees in low vocational anxiety group was not significant, whereas in the case of low general anxiety group it was significant; (vi) interaction effect of vocational anxiety and creative thinking on teaching success was found to be significant, whereas interaction effect of general anxiety and creative thinking was found to be not significant; and (vii) it was concluded that vocational anxiety and general anxiety were two separate psychologically meaningful entities and were not reducible to one.

Sherry⁶⁰ prepared a list of the attributes of successful teachers to constitute the dimensions of a rating scale. These characteristics or attributes were categorised under five heads - intellectual equipment, social and emotional equipment, professional knowledge and skills, interests and attitudes. She arranged these qualities in the form of seven point scale.

The study revealed that :

- i. Intelligence was found to be most important factor for success in teaching.

ii. The next important factor was the emotional quality of the teacher and attitude occupied a more important place than interest.

iii. Among professional skills, the skill of maintaining an atmosphere favourable for learning, executing the lesson in an appropriate manner, maintaining proper pupil-teacher relationship, recognising individual differences, using proper means of communication and selecting proper teaching aids were found to be important.

Sodhi⁶¹ and Yadav conducted a study to determine the efficiency of various teaching strategies in relation to intelligence and sex. The study was conducted on a sample of 120 science students chosen randomly from 3 schools of union territory of Chandigarh. The result indicated that sex and intelligence do not interact with teaching strategies in term of achievement.

RESEARCH ON PROFESSIONAL VALUES :

An attempt was made by Singh⁶² to know the dominant values of the teachers, i.e. whether their attitude towards their profession was favourable or not. The sample consisted of 517 higher secondary school teachers of Delhi, for standardisation of the Teacher Value Inventory and for the study of relationship among values, attitudes and job satisfaction a different sample of 521 teachers, was selected on the basis of stratified random sampling. Ahluwalia's Teacher Attitude Inventory was also used to collect the data.

The major findings of the study were : -

(i) Teachers scored the highest on social and theoretical values and the lowest on economic and political values; (ii) age of the teacher did not make any difference to his value, only religious and political values differed due to age; (iii) the professional attitudes of

teachers were favourable, and their attitude towards child centred practices and educational process was more favourable than their attitude towards teaching as a profession, classroom teaching, pupils and teacher; (iv) there was no difference in the attitude of teachers due to difference in age; male and female teachers differed in their attitude; (v) there was significant positive relationship between scores on theoretical and social values and scores on attitudes; (vi) there was a positive and significant relationship between scores on attitudes and scores on satisfaction.

Tripathi⁶³ in his study tried to find out the relationship between Teacher Attitudes and organizational climate. The sample of the study constituted 840 teachers, ten each from all the 84 intermediate colleges in Varanasi District. He concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private college and girls and boys colleges were not significant.

A study was made by Educational Survey, Unit of NCERT⁶⁴ to determine the extent of the teacher's acceptance of the role in which they find themselves. The aim of the study was to know how teachers reacted to various issues related to their professional life and efficiency, and how the above reactions were related to the factors like management, area, sex, age, experience, academic and professional qualifications, etc. The sample was taken of 6,558 teachers of middle section of 377 schools attached to high and higher secondary schools and intermediate colleges of all the states including some union territories. Major findings of the study were : the attitude of teachers differed significantly under different management, (ii) the tenure of service did not affect the attitude of teachers, (iii) the attitude of

male and female teachers differed significantly, (iv) younger teachers showed more positive attitude towards the profession than older teachers, (v) experience and positive attitude were inversely proportionate, (vi) training appeared to be a contributing factor in the development of apparent positive attitudes towards profession.

Arora⁶⁵ in her study revealed certain teacher characteristics that differentiate effective teachers from ineffective teachers. She observed that a majority of effective teachers as against ineffective teachers decided quite early in life to join the teaching profession. Effective teachers occupy themselves in activities connected with school work and inservice programme. The efficiency of teachers are very well affected by their traits, job satisfaction, socio-economic and family conditions etc.

Sukhwai⁶⁶ studied the attitude of married lady teachers towards the teaching profession and the problems of married lady teachers with reference to dual role in their homes and their profession, 500 married lady teachers were selected randomly from the 50 government girl's secondary schools of Rajasthan. The major findings were as follows : - (i) majority of the teachers favoured the profession, and the highly significant differences existed between the favourable and unfavourable attitude, (ii) the higher the age, the greater was the increase in the degree of favourableness in attitudes towards the teaching profession, (iii) experience played a great role in the development of favourable professional attitudes, (iv) trained teachers were found to possess more favourable attitudes towards teaching than the untrained teachers, (v) the problems faced in the actual field of work were found to be related to the areas of personal, family, financial, leave time and educational. The area

'personal' accounted for the maximum number of problems and the area 'educational' accounted for minimum number of problems.

An attempt was made by Gupta⁶⁷ to find out the personality factors and family relationship of effective teachers in different types of schools viz., private, government, central and missionary schools. The data was collected from 740 teachers (570 male and 170 female) with the help of cattell's 16 PF Questionnaire by Kapoor, Teacher effectiveness scale by P. Kumar and Mutha and family relationship questionnaire (selfmade). The major findings of the study were as follows : (i) the personality factors of effective teachers differ from one type of school to another, (ii) central school teachers were proved better in teaching efficiency when compared with other groups, (iii) the female teachers and arts teachers were also better than their counterpart male and science teachers, (iv) in all types of schools (except in case of missionary schools) the female teacher's performance proved better than that of male teachers, (v) teaching efficiency positively correlated with family relationship.

Kumar⁶⁸ made a comparision towards professional attitude of student teachers between science and non science groups, their academic qualifications graduate and post graduate, experience and sex. The sample was taken of 85 subjects in which 50 were taken from teacher's training institute and rest inservice teacher's were drawn from various higher secondary schools in the town Baggar, Rajasthan. Hang and Chong attitude inventory was used for collecting the data. The main findings of the study were as below :

(i) Difference on D factor (i.e. attitude towards disciplines) was found significant in favour of science teachers.

- (ii) Pm factor A which stands for attitude towards administration a significant difference was obtained in favour of post graduate teacher as compared to graduate teachers.
- (iii) Experience did not show any contribution towards attitude.
- (iv) Significant differences were also found in the favour of female teachers on EA scale and its factor D and A. This proved that the female teachers had more favourable educational attitude than female teachers.

Deva⁶⁹ selected a set of predictors with a view of using them to prognosticate teaching efficiency, develop an instrument for measuring teaching efficiency, develop an instrument for measuring teaching efficiency, find out the extent to which the predictor measure forecast teaching ability, and finally lay down a suitable working procedure for actual selection.

Data was collected from 546, student teachers of six teacher training institutions of Agra University. A student teacher Rating Scale was constructed to provide the criterion measure of student teaching. A multiple correlation coefficient of .565 between the predictors and the criterion of teaching success was obtained. Personality-adjustment accounted for 23.6 percent of the variance. Personality, thus, seemed to be the most important and intelligence the least important in predicting success in student teaching while kindness, effective questioning and fluent expression were the most important characteristics of efficient teachers. Good scholarship had been found to be another important characteristic of teaching efficiency.

Mishra⁷⁰ in her study revealed that professional attitude of a teacher and his personality adjustment are important factors, because

these two play an important role in teacher's personal and professional life. Linkert type rating scale Attitude of Teachers towards teaching profession and Bells adjustment inventory" were used to collect the data . A sample of 200 teachers was taken randomly from the government and private schools of Indore city. A positive relationship 49 was found between the two variables which is significant at .01 level. The results reveal that there is a significant relationship between professional attitude and personality adjustment. If a teacher has positive professional attitude then his personality adjustment is also good. This is natural because well adjusted personality of the teacher, relieved of and free from all unnecessary tensions, makes his life happy. Only in such conditions his precompts of his own vocation will be positive and he will feel satisfied with his profession. In other words it may be said that a teacher with positive attitude will derive vocational satisfaction from his work, and consequently in different spheres of his life his personality adjustment will be better.

Adaval⁷¹ found in his study, some specific qualities needed to make a teacher successful in the profession and the way in which training colleges equip our teachers with these qualities. Some of the salient findings were as follows :

- (i) The Teacher in general were found to have some general knowledge about the world around them. Men trainees had more general knowledge than women. Also those with some teaching experience fared better in the test.
- (ii) It was revealed that love for public service, love for children etc., were the chief motives for undertaking the profession.
- (iii) Most of the trainees had an IQ between 80 and 109. The mean IQ of men trainees was higher than that of women.

- (iv) There was a high correlation between intelligence and general knowledge.
- (v) Teachers with higher IQ had broader outlook and interests.
- (vi) Women trainees had greater aptitude for teaching than men.
- (vii) There was high correlation between intelligence and aptitude for teaching .

He also suggested some general qualities for improving teacher effectiveness as normal health, physical fitness, healthy and balanced philosophical and cultural outlook, good habits of daily life, well developed moral life, sociableness and emotional maturity and stability.

Lakshmi⁷² studied achievement motivation among teacher trainees, performance of teacher trainees and effect of achievement motivation on anxiety. Her sample was 100 teacher trainees of Shri Sarda Training College for women Salem. The sample included 50 students, 25 in experimental group and 25 in control group. The groups were matched on intelligence scores. The input programme for developing normal achievement was implemented in the experimental group.

The findings of the study were as follows : Her

- (i) achievement motivation was developed by the input programme specially designed for the purpose, (ii) the input programme for developing normal achievement of students had offered significant decrease in anxiety, (iii) students with high anxiety had gained more in achievement motivation than those with low anxiety, (iv) high anxiety students showed more significant gains in performance than the low anxiety students, (v) in teaching practice the low anxiety

students, (v) in teaching practice the low anxiety students gained more in performance than the high anxiety students.

Gakhar and Gupta⁷³ in their study suggested that a positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. Attitude towards teaching must have bearing on the process of teaching and thereby on the success and effectiveness in teaching. In this study the view was taken to find out interaction effect of sex and locus of control on attitude towards teaching as a career.

Ahluwalia⁷⁴ in his study developed a Teacher Attitude Inventory to measure the change in the professional attitudes of the student teachers as a result of teacher education course of one academic year duration. After an initial tryout of 300 items 150 items were finally selected for the inventory. It was standardised on a group of 2169 student teachers, i.e. five percent of the total population of B.Ed. students in Hindi speaking states. The reliability of the TAI was calculated by split half method which came to be 0.79. The inventory was validated through the application of 'known group' and 'stimulus group' techniques. The major findings of the study were : (i) the new TAI was a reliable and valid tool for the measurement of teacher's attitudes; (ii) the mean attitude scores, as a general rule, were found to decrease in place of improving at the end of training programme; (iii) the mean attitude scores were changed either positive or negative as a consequence of the nature of training programme provided by different institutions; (iv) sexwise and institutionwise mean attitude score differences were found but these were not significant; and (v) sex was not found to be either a

determinant or differential of change in professional attitudes of student teachers as a consequence of teacher preparation programme.

Nair⁷⁵ studied the impact of certain sociological factors like family background, caste, religion, sex and location. On the teaching ability of teachers, two hundred secondary school teachers from the Trichur (Kerala) were selected giving equal representation to government and private schools to rural and urban areas, and to men and women teachers.

The findings of the study revealed that -

- (i) teachers parental socio economic conditions had a negative influence on teaching ability; (ii) the private school teachers in general were found to have better teaching ability than government school teachers; (iii) sex was not found to be affecting teaching ability; (iv) the locality of the schools had no significant influence on teaching ability; (v) a positive relationship existed between age and teaching ability; and (vi) caste and religion were not found to be affecting teaching ability.

Gupta⁷⁶ performed a study on the personality characteristics, adjustment level, academic achievement and professional attitudes of successful teachers. The study intended to find out the personality traits of successful teachers and differentiate them from less successful teachers mainly. It was found that teaching success was significantly related to the factors A,B,C, G,H,I,L,N,O,Q3 and Q4 of personality. He also noticed successful and less successful teachers were different in personality characteristics, adjustment and attitude towards teaching. The personality factors as a group were better indications to teaching success than individual factors.

Gupta and Shamsherry⁷⁷ studied that a person will develop an attitude for teaching after undertaking a professional training. In other words, the achievement of the students will have a direct relational with the attitude of their teachers regarding professional training. With these considerations, if teacher's attitude and teaching experience have any significant influence and relation, then one can predict the efficiency of a teacher by knowing his attitude towards professional training.

Gupta et al⁷⁸ suggested that a person with good academic career and good attitude towards teaching profession is likely to be an effective teacher. In their study they emphasized that academic achievement and attitude towards teaching profession has anything to do with teaching efficiency so that we can develop ways and means to test trainees before admitting them to a training college and to minimise the chances of entering of 'wrong persons'. The data was collected from (50 boys 45 girls) student teachers of two training colleges (B T C) with the help two test inventories Teacher's Rating Scale R. C. Deva, Teacher's Attitude Inventory. S P Ahluwalia and Academic Achievement Record. The major findings of the study are summarized below :

- (i) There is positive relationship between Teaching Efficiency and professional attitude towards teaching profession. The correlation is very low in the case of male student teachers, while the condition is better in case of female. Positive favourable attitude towards teaching profession makes the work not only for career but also more satisfying and professionally rewarding.
- (ii) There is no relationship found between teaching efficiency and academic achievement in both the sex.

(iii) There is a quite significant difference among the sample means, i.e. mean of male teaching efficiency and attitude towards teaching profession and female teaching efficiency and attitude towards teaching profession.

(iv) There is a significant difference among mean of male academic achievement and the mean of female academic achievement.

(v) Sex plays a great role in respect to variable teaching efficiency and attitude teaching profession.

A relationship among teaching efficiency with anxiety and family relationship of high school teacher of Moradabad District was also studied by Gupta & Gupta.⁷⁹ The sample was collected for the study of 100 High School Teachers (male and female) teaching from IX to X classes. The data was collected with the help of Teacher's Rating Scale- R.C. Deva, Sinha Anxiety Scale and Family Relationship Questionnaire- Y.K. Gupta and N. Gupta. The findings of the study are given below :-

(i) Anxiety influences teaching efficiency of male and female teachers.

(ii) Comparatively the influence of magnitude of anxiety on teaching efficiency is small in case of male teachers.

(iii) Bad family relations affect teaching efficiency of teachers. But, female teacher are found more affected toward this fact.

(iv) There is a positive relationship between anxiety and family relationship of the teachers.

(v) Anxiety level of female teachers increase due to bad family relationship in the family of female teachers which exerts an influence on her emotional stability.

Agarwal, Gupta and Saxena⁸⁰ studied a relationship between teaching efficiency and professional attitude and their adjustment in daily life situations. According to them favourable attitude and better adjustment always produce good and efficient teachers. A sample of 100 male and 100 female students teachers was taken from Govt. Raza P.G. College, Rampur and D.A.K. College, Moradabad. The main findings of the study were as given below :-

- (i) There is a positive relationship between teaching efficiency and attitude towards teaching profession in both male and female.
- (ii) There is no relationship between teaching efficiency and adjustment in both male and female student teachers.
- (iii) Attitude towards teaching profession does not have any relationship with adjustment irrespective of sex differences.
- (iv) Sex does not play any role in respect of the variables (teaching efficiency, attitude towards teaching profession and adjustment).

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CHAPTER - III

METHODS AND PROCEDURE

This chapter describes the methods and procedures used in this study. It consists of the following six sections :

1. The Method of the Study.
2. The Population and the Sample.
3. The Variables and their Measurement.
4. Details of the Tools Used :-
 - a. Teachers' Professional Values Scale Constructed and Standardized by P.C. Shukla and W.N. John
 - b. Teachers' Family Relationship Questionnaire - Self made.
 - c. Teachers' Anxiety Scale-Constructed by the Researcher.
 - d. Organizational Climate Questionnaire Constructed and Standardized - M. Bhatnagar
 - e. Teachers Sex, Experience, Qualifications and type of College/ University Management need no Measurement device. They are taken for the study from the official records of the institutes.
5. Collection of Data and Data Organization.
6. Statistical Analysis.
1. THE METHOD :

Since the main objective of the present study was to find out relationships between the organizational climate, teachers family relationship, teachers professional values and anxiety respectively.

The research strategies were reviewed by the researcher to identify the research method most appropriate to the present study. For this

TABLE - 3.2

Total -

		M-302		F-98	
		CT-260		CT-80	
		UT-042		UT-18	
		MQ-160		MQ-46	
		LQ-100		LQ-34	
		MQ-20		MQ-05	
		LQ-22		LQ-13	
		ME		ME	
		100		100	
		LE		LE	
		60		60	
		80		80	
		ME		ME	
		LE		LE	
		20		20	
		11		11	
		ME		ME	
		LE		LE	
		09		09	
		ME		ME	
		LE		LE	
		15		15	
		ME		ME	
		LE		LE	
		07		07	
		30		30	
		ME		ME	
		LE		LE	
		16		16	
		ME		ME	
		LE		LE	
		16		16	
		ME		ME	
		LE		LE	
		18		18	
		ME		ME	
		LE		LE	
		03		03	
		ME		ME	
		LE		LE	
		02		02	
		ME		ME	
		LE		LE	
		05		05	
		ME		ME	
		LE		LE	
		08		08	

M = Male F = Female
CT = College Teachers
UT = University Teachers
MQ = More Qualified
LQ = Less Qualified
ME = More Experienced
LE = Less Experienced

purpose a number of related research studies conducted, so far, were reviewed by the investigator and it was found that in most of the research studies of this kind the researchers have used the descriptive method, particularly the relational type of descriptive method, particularly the relational type of designs. Thus on the basis of research studies conducted so far in this area, the investigator reached the conclusion that only the relational type of descriptive method now accepted as a fundamental instrument of sociological research, was best suited to the study undertaken by her.

2. THE POPULATION AND THE SAMPLE :

This section describes the population and the process of sample selection for the present study.

(A) The Population :

The population for the purpose of this study has been defined as the total number of teachers university and colleges of Bundelkhand University. Total number of teachers in this university was found to be 600. Therefore, the results of this study will be applicable to the teachers of Bundelkhand University.

TABLE - 3.1

GROUPWISE TEACHERS OF BUNDELKHAND UNIVERSITY

S.No.	G. No.	Number	Total	%
1.	Male	302		75.5
	Female	98	400	24.5
2.	High Experienced	260		62.5
	Less Experienced	140	400	37.5
3.	More Qualified	231		66.25
	Less Qualified	169	400	33.75
4.	University Teachers	60		45
	College Teachers	340	400	55

*Criteria
How were more
less qualified*

(B) **The Sample** : (Table 3.1)

As per the definition of the population, the 'Unit of Sampling' was the 'teacher' working in the Bundelkhand University. The first task in drawing the sample was to get the list of the Colleges of Bundelkhand University, in the jurisdiction of Bundelkhand University. For this purpose a list of colleges was obtained from the office of the University official records. Total sample was 400. The details of samples were shown in Table 3.2

VARIABLES AND THEIR MEASUREMENT :

The present study involved seven variables. The intent in this study was to see how these variables were linked with each other. These seven variables were :

1. Teacher's Profession Values
2. Teacher's Family Relationship.
3. Teachers' Anxiety.
4. Organizational Climate.
5. Teachers' Sex.
6. Teachers Experience.
7. Qualifications and
8. Type of management (Univeresity / College)

*100 Sample
600 Pop*

4. **DETAILS OF THE TOOLS USED** :

- a. A detailed discussion of each of these tools has been presented in the following pages :

A. **TEACHER'S PROFESSIONAL VALUES SCALE** :

Teachers Professional Values refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of teaching community governing the behaviour of the individual or group which helps in realization of their goal and fulfilment of their moral, social, aesthetical, educational and psychological needs. Teachers Professional Values were measured by T.P.V.C. - P.C. Shukla & W.N. John.

To construct the Teachers Professional Values Scale (TPVS) a list of dimensions of values required for the profession of teaching was prepared with the help and consultation of the teachers and educationists. This list was sent to professions, educationists numbering 50 of different parts of India to ascertain the dimensions of Teachers Professional values. Seven dimensions were determined on the basis of the opinion of these experts; as (i) Moral Values : honesty, truthfulness, sincerity, integrity, kindness, compassion, tolerance, judiciousness, (ii) Social Values : Sociability, helpful, law abiding, cooperation, love for young, follow social norms. (iii) Educational Values : up-to-date knowledge, knowledge of the subject matter, effective teaching, punctual, honest in evaluation. (iv) Personal Values : Cleanliness, tidiness, health care, progressive, effective use of voice, hard working. (v) Economic Values : Contented, not greedy, non acceptance of bribe, increase in income through suitable means, economic adjustability. (vi) Democratic Values : Love for freedom, love for justice, love for equality, conscious of rights and duties, nationalist. (vii) Aesthetic Values : Environmental Cleanliness, appreciate, beauty, cultured, systematic, methodical.

Reliability :

The reliability of the test was calculated with the help of split-half method. The teachers professional values scale was administered to 100 teachers of the Colleges of Gorakhpur University. The split half reliability (correlating the odd and even items) of the scale, applying the spearman- Brown prophecy. Formula was found to be 0.86 which may be considered satisfactory for the purpose.

Validity :

The scale may be considered valid because of the manner in which it has been constructed. The Teachers Professional Values Scale was shown to several experts in the field of Education and Psychology. They were requested to examine the content of the items in the light of the definition provided to them, whether the content of the items of the TPVS measures what the scale is intended to measure ? All the experts were 100% satisfied with the items as the measure of Teachers Professional Values. This indicated high face validity of the Teachers Professional Values Scale.

B. Teachers' Family Relationship :

Family plays an important role in the educational and vocational progress of the teachers. The relationship with in his/her family directly or indirectly influences his or her adjustment with the family. The success and efficiency of teachers also very much depends upon the degree of anxiety and adjustment with the family. There was no proper tool for measuring family relationship. Therefore the Researcher developed her own tool for this purpose and standardised it.

Use of the Inventory :

The questionnaire is intended for use with the college teachers in our country. It can be used for both sexes. It is especially helpful to the college administrators, principals and psychologists in identifying the maladjusted cases of teachers.

Development of Inventory :

In the beginning only 70 items were collected from different sources as well as from the personal experience of the researcher. But after test-retest only 52 items were selected in order to reach meaningful conclusions about the good or bad family relationship of teachers.

Time Limit :

There is no time limit for the questionnaire. Usually time taken by the subject is 15 to 20 minutes.

Scoring :

The questionnaire has been scored by hand. Scores were obtained by giving 1 mark for that answer which reflects good relations in the family and good adjustment with the family. The total scores vary from 0-52.

Reliability and Validity :

The reliability of the test was estimated by split-half method and test-retest method on a sample of 100 teachers of college to whom the questionnaire was administered twice with an interval of intervening period of 3 months. The reliability was found to be .62 and .57 respectively.

ADMINISTRATION AND SCORING :

This family relationship questionnaire is a self made questionnaire. In the beginning only 70 items were collected from different sources as well as personal experience of the researcher. But after test-retest only 52 items were selected in order to reach meaningful conclusions about the good or bad family relationship of teachers. There is no time limit for the questionnaire. Usually time taken by the subject is 15 to 20 minutes. The questionnaire has been scored by hand. Scores were obtained by giving 1 marks for that answer which reflects good relations in the family and good adjustment with family. The total score varies from 0 to 52.

C. ANXIETY SCALE :

Ours is said to be the age of anxiety. Anxiety is a common symptom which is found in almost every individual of the world and specially in students of today. Anxiety can be defined as a state of arousal caused by threat to well being (Spielberger, 1960). 'State' means a condition involving the entire organism. 'Arousal' means a condition of tension, unrest, or uneasiness, or a readiness to act the respond. 'Threat' means anticipation of pain or danger of serious interference with goal seeking activities. Operationally, anxiety can be defined as the automatic response pattern characteristic of a particular individual organism after the administration of a noxious stimulus (Wolpe, 1952).¹

Anxiety is one of the most important problems in Psychology. The investigations of 'Manifest Anxiety' begun at the Iowa University by Spence and Taylor (1951, 1953, 1956)². This research starts with a set of items from MMPI (Minnesota Multiphasic Personality Inventory, first appeared in 1940 and the first manual in 1943) which

have been judged to be indicative of overt anxiety symptoms (Taylor, 1951)³. Taylor revised her inventory 'A Personality Scale of Manifest Anxiety' in 1953. These items together, with other buffer items, are used to constitute a scale which is administered to introductory psychology students. The top and bottom 10.20% are selected and designated as high and low MAS subjects. Taylor's manifest anxiety scale provides a quick and reliable measure of anxiety but it is doubtful that it measures the same anxiety as assessed by the Rorschach Test (Eichler, 1951).⁴ No doubt that these Iowa University investigations stimulated a large volume of research on anxiety and its correlates.

Sarason & Mandler have developed their anxiety questionnaire 'Test Anxiety Questionnaire', in 1952. In 1957 Cattle introduced his IPAT anxiety scale and in 1959 Martin developed a test on anxiety. Jenkins and Lykken⁵ (1957) have pointed out that in some cases high MAS subjects may show better performance than low MAS subjects on the first conditioning trial, i.e., before the CS and the US have paired. Standish & Champion (1960)⁶ confirmed that the higher MAS subjects did relatively better than low MAS subjects on the simple task but this relationship was reversed with the difficult material. It was shown in many studies (Sinha, 1958, 1961, 1966, 1966)⁷ in India that anxiety is related to academic attainment and performance. In one study academic ranks and the correlation of the anxiety score was found to be significant at .01 level (Sinha, 1961)⁸.

In India anxiety scale construction starts with the work of S.D. Kapoor of Delhi. His test was published as Hindi adaptation of Cattell's IPAT. 'Sinha W-A Self-Analysis Form' a anxiety test in Hindi by Prof. Sinha of Allahabad was published in 1966. A Hindi

adaptation of Taylor's anxiety scale was developed in 1967 by B.N. Singh and R.C. Thakur of Muzzaffernagar. 'Sinha's Comprehensive Anxiety Test' by A.K.P. Sinha of Delhi and L.N.K. Sinha of Patna was published in 1973.

DEVELOPMENT OF THE TEST :

The Anxiety Scale has been developed for use with college/University teachers of India. The Preliminary form of the test has only 165 Yes - No, type of items on the following Areas :- (1) Psychological manifestations, (2) Ambition, (3) Future, (4) Family, (5) Relations, (6) Friendship, (7) Love, (8) Health, (9) Virtue & War (10) Shame, (11) Guilt. In the item construction help was taken from most of the tests mentioned in the introduction of this manual.

After giving proper instructions to the subjects of the sample the preliminary test was administered. Their age range was 23-58 years. After calculating the number of examinees doing each item correctly as well as incorrectly, use of extreme groups as described by Anastasi (1968) was followed. Item Analysis was done with the help of the method described by Anastasi (1968). 120 items were of good discriminative value, 35-125 items were eliminated. In the final test there are 100 'Yes - No' type of items. It has been prepared both in Hindi and English. Ordinarily an examinee takes about 32 to 35 minutes time in answering the test.

RELIABILITY

The coefficient of reliability was determined by split-half method test-retest method. The test-retest reliability was determined by administering the test after two weeks time. The following table shows the reliability coefficients determined by above two methods :

TABLE - 3.3

SHOWING RELIABILITY OF THE TEST

Method	Sample	N	Reliability Coefficients
Split - Half	Male	200	.893
Test - Retest	Male	82	.826

VALIDITY

The validation criterion used for this test was to correlate the scores of this present test with scores of other valid test on manifest anxiety in Hindi. For this following two tests were selected :

1. Sinha WA Self-Analysis from constructed and standardized by Prof D. Sinha Again on 100 male subjects correlation was found to be (76.)
2. Sinha Comprehensive Anxiety Test constructed by A.K.P. Sinha and L.N. Sinha. On 100 male subjects correlation was found to be (71.)

ADMINISTRATION OF THE TEST

1. It is a self-administering inventory. The examiner should read the instructions given on the cover page of the inventory before the examines. The examinees should also read instructions silently alongwith the examiner.
2. There is no limit for the test. Ordinarily an examinee takes about 32 to 35 minutes time in completing the whole inventory.

3. The examinees should interpret the questions himself. The questions regarding the meaning or contents, if any, should be answered by the examiner.
4. The examiner should make every effort to secure the frank and sincere co-operation of the examinees. The examiner may assure the examinees that the results would always remain strictly confidential.
5. Questions from examinee concerning the purpose and use of the inventory should be answered frankly.

(d) Organizational Climate Questionnaire (OCQ)

by Dr. Meenakshi Bhatnagar :

The tool measures the climate of the teacher education institutions. A large number of tests and questionnaires have been prepared to measure organizational climates. The pioneer work in this direction has been done by Halpin and Crofts¹⁰ who developed OCDQ which has been adapted in India by Moti Lal Sharma¹¹ several other persons in India have developed scales and questionnaires for measuring organizational environments and climates.

Bhatnagar not finding OCDQ suitable and realising the dearth of tools in the area developed her own questionnaire. She says : "The OCDQ continuum from open climate to closed climate has not been considered scientific and very valid."

Halpin himself commented on the use of the tool as follows :-

"Further more, I doubt whether the items which were devised in 1960 in the U.S., can be applied willy nilly within

the context of a different culture in 1975. I am not even certain that the items convey the same meaning as they originally did even within the U.S. Culture, now in 1975."

The same is concluded by Hayes in his study on Halpin's OCDQ. The author of this OCQ reviewed all the available tools and identified the dimensions. OCQ consists the nine dimensions having 10 items each. The dimensions ultimately retained in her study were :

1. **Disharmony** :

Conflicts and relationships among teachers, students, principals.

2. **Hinderence** :

Conditions which stand in the way of teaching learning.

3. **Support And Satisfaction** :

This refers to the support that students get from the college environment and the satisfaction they have with teachers, students and other conditions of the college.

4. **Authoritarianism** :

This refers to the authoritarian attitude of the principal/Head of the Department/Teachers, etc.

5. **Thrust** :

This refers to the goal-achievement in the behaviours of the teachers, Principals/Head of Departments, etc. particularly emphasis and efforts on enabling the students to learn and grow in the right direction.

6. **Democracy & Freedom** :

This refers to the democratic way of functioning of the Principal/ Head of Department and Teachers and freedom granted to the students.

7. **Academic Emphasis** :

This refers to the emphasis on academic activities and programmes by the Principal/Head of the Department and Teachers.

8. **Discipline & Control** :

This refer to the extent to which discipline and control over students and teachers are maintained.

9. **Lack of Facilities** :

This scale refers to the facilities that are needed but are not made available to the students and teachers.

The organizational climate has been defined in terms of the above dimensions. A combination of these positive-negative characteristics defines the type of climate any institution may be said to have. The author gives the usual steps in the standardisation of her test. The dimensions were identified, statements written and subjected to expert scrutiny. Items were modified on the basis of the expert scrutiny and thus content and face validity was improved. Try-out of the OCQ was carried out and response sheets scored and data tabulated. The following indices were worked out on the basis of these scores.

1. **Scale Homogeneity** :

The OCQ consisted of 9 items. Each dimension contained 20 items. Only those 10 items were selected and which had higher correlations with the corresponding dimensions and were capable of making largest number of discriminations. This index of item-scale

correlation is a kind of internal validity of the item and is found in terms of discrimination value. Hence discrimination indices for all items dimensionwise were computed and those items were finally selected which had highest correlations with their corresponding scales. These correlations varied between 0.3 to 0.67. Thus, each scale of the questionnaire was made as homogenous as possible with respect to that dimension. The validity indices or discrimination indices yielding item-scale correlations were calculated by the formula :

$$DI = \frac{T-B}{N/3}$$

Where T = Score on the item of the students in the top group on the total scale.

B = Score on the item of the students in the bottom group on the total scale.

N = Size of the item-analysis sample.

2. Average score on each item obtained by the total group. If, this score was less than 1.0 or more than 3.0 for any item that was rejected. The reason for this was that these items being either most favourable or least favourable would not make discriminations among various levels of students' opinion about climate characteristics.

Thus, only 10 items were selected which met the foregoing criteria. The item thus, selected were rearranged and a separate answer-sheet was prepared for recording answers to the item. The questionnaire and answer-sheets were recyclostyled.

The answer-sheet was so prepared that the response to each item was recorded in the form of a numerical figure just below the number of that item. The items were so arranged that the items 1, 10, 19, 28, 37, 46, 55, 64, 73 and 82 would fall in one column, all constituting scale 1 (-D), item 2, 11, 20, 29, 38, 47, 56, 65, 74 and 83 scale 2 (-H) and so on (See answer-sheet Appendix B-2). A column was left blank under each item number for writing the response to it in such a way that the total of all responses in a column would indicate the score in that scale. For example, all the numbers written under items 1, 10, 19, 28, 37, 46, 55, 64, 73 and 82 are totalled and that yields a score on dimension one i.e. Disharmony which is a negative factor. These dimensions are indicated in abbreviative forms under each column. The subjects, themselves, are asked to do the summing up. An English version of the instruction on the questionnaire is given below :

"This is a questionnaire. Through this, an attempt has been made to know what kind of climate the college of which you are the teacher, has. The questionnaire consists of 90 items which indicate the characteristics of the climate of your college. After reading each of these statements, you have to write your responses on the answersheet given to you separately. Do not make any sign on the questionnaire nor write anything on it."

You have to write your answers on this answersheet (showing the answer-sheet). Read each of the statements carefully and think to what extent that is true about colleges. If you decide that it is wholly true, you write, on the blank square space under the serial number of that item. If you feel it is only partially true, you write that

space. If you feel it is not at all true, you write, O (zero) in that space. You have to write only one of the three numbered 0, 2, 4 in the space under each item. You have to write their number just under the corresponding serial number of the item.

Having finished all the items, you add all the numbers written by you on each vertical column and put this total just below that column. Thus you will have to write nine totals in all for nine columns.

Reliabilities :

The test-retest reliabilities of the test computed by the product - moment method of the administration of the test to the same group after an interval of one week are as shown in the Table No. 3.4

TABLE - 3.4

Test- Retest Reliabilities of OCQ Dimensions

S.No.	Dimension	Coefficients
1.	Disharmony	.801
2.	Hinderance	.823
3.	Support & Satisfaction	.861
4.	Authoritarianism	.796
5.	Thrust	.878
6.	Democracy & Freedom	.796
7.	Academic Emphasis	.842
8.	Discipline & Control	.799
9.	Lack of Facilities	.843

The reliabilities of the OCQ dimensions were calculated by the KR-21 formula also. A simplified version of Kuder-Richardson formula-21 taken from the educational testing service bulletin¹² presented below was used for this purpose.

$$R = \frac{1-M (K-M)}{KS}$$

Where :

- M = Mean of the test scores.
K = Number of items, and
KS = SD of the test scores

KR reliabilities computed by applying the frequency formula are presented below . The following table shows these coefficients of correlations for each of the dimensions of the OCQ.

TABLE - 3.5

KR-21 Reliabilities of OCQ Dimensions

S.No.	Dimensions	Coefficients
D-1	Disharmony	.842
D-2	Hinderance	.766
D-3	Support & Satisfaction	.888
D-4	Authoritarianism	.797
D-5	Thrust	.897
D-6	Democracy & Freedom	.875
D-7	Academic Emphasis	.819
D-8	Discipline & Control	.819
D-9	Lack of Facilities	.842

The maximum reliability coefficient that can ever be obtained is 1.00. Compared to this, the obtained coefficients may be considered sufficiently high. Again in view of the fact that all the tests except intelligence tests have low reliabilities (As compared to intelligence tests whose reliability may be above 0.90), these coefficients for OCQ may be considered quite satisfactory.

Validity of the OCQ :

A standard and widely adopted classification system divides validity into 3 types : (1) Content Validity (2) Criterion related Validity, and (3) Construct Validity. Content validity tells how adequately the test samples the large universe of situations it represents. The key aspects in content validity is that of sampling. A test is always a sample of the many questions that could be asked. Content validity, then is a matter of determining whether the sample is representative of the large universe it is supposed to represent. Unfortunately, there is no statistical procedure for determining content validity. Only a careful logical analysis of the universe of items and the items selected may help in assessing content validity. Criterion related validity is of importance when prediction of future performance or estimation of performance on some other measure is called for. Construct validity points out to the degree to which test performance can be explained in terms of certain psychological traits or qualities.

In case of the present OCQ, content validity was considered of great importance. Hence, efforts were made to get this judged by a number of persons, experts as well as administrators. The OCQ was given to these persons to read and judge whether each item within the sub-scale measured the characteristics indicated by that or not. In the same way, there were asked to report the extent to which the dimensions of the OCQ were representative of the total hypothesised organizational climate area. The researcher was satisfied when these experts and administrators such as Principals and teachers expressed that the items were truly measuring the characteristics indicated by

the respective dimensions. Thus the face validity of the OCQ was very carefully scrutinised and made as dependable as possible.

Criterion related validity could not be worked out as no relevant and comparable criterion could be available. There are a number of organizational climate questionnaires available. But they all have identified quite different dimensions of the climate.

5. Collection of Data :

After the colleges were sampled, questionnaires were distributed to all the teachers in these colleges/University. The total number of teachers in each college was ascertained from the seniority list of the university. Additional information such as the no. of students studying in the college, number of faculties whether degree or post-graduate etc. was obtained from the prospectus of each college. Getting the questionnaires filled up was the toughest part of the job. The investigator first adopted the method of the mailed questionnaire to individual respondents. She also mailed questionnaire to individual respondents. She also mailed questionnaires to some colleagues serving in other colleges requesting them to get these filled up and then return these to him. But the experience in this regard was very disappointing. Hence she had to modify his method of data collection. The method mostly used by her was through personal visits. She would go to a particular colleges, it was situated Bundelkhand Area or to a particular teacher in Bundelkhand University after fixing up the time of appointment with her. She would establish rapport with her and then explain her the purpose of the study. As the study concerned, the behaviour of the Principal, a large number of teachers were apprehensive of filling up the questionnaire. Some of them even flatly refused to fill it up. Teachers

in Government colleges and some of the girls' colleges simply won't fill it up. A teacher in a post-graduate college went to the extent of saying, "He (the Principal) is my God, I will not say word against him." It demanded a lot of patience and persuasion on the part of investigator. In order to seek the complete cooperation of the respondents. She assured them at the personal level that the data would be employed exclusively for research purposes and that complete anonymity of the respondents would be maintained.

A second reason for the teachers' not filling up the questionnaire was that it took about 30 minutes in filling up both the questionnaires, when the investigator set before the respondents, read out the statements and the respondents marked out the answers. If the respondent read and then answered, it might have taken a little more time. Many teachers were reluctant to spare this much time.

However, the investigator also met many cheerful, enthusiastic and progressive teachers, who not only cooperated with but also discussed and enlightened her on many problems regarding college administration. In this way, a total of 400 sets OCQ questionnaires were got filled up.

6. Statistical Analysis :

After the questionnaires were filled up dimensionwise totals for each questionnaire were obtained. These were then entered on a master-sheet separately for each colleges. The OCQ dimensions were written nine sheets of paper. A frequency distribution of OCQ was obtained for the total sample as well as for each dimension. The dimensions means for the total sample as well as for the different dimensions were also obtained. After the means were found the number of cases above and below $M^+ - 1$ were found. This was done

first by rounding up the mean to its nearest whole number and then computing cases above $M+1$ and below $M-1$. After this was done, a 2x2 fold table was prepared and X^2 values calculated with the help of the following formula :

$$X^2 = \frac{N (AD-BC)^2}{(A+B) (C+D) (A+C) (B+D)}$$

A discussion on the analysis of the data and results is contained in the next chapter.

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CHAPTER - IV

ANALYSIS AND INTERPRETATION

In a scientific age, like the present one, one has to be objective, exact and convincing in analysis the data. Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simple parts, and putting the parts together in new arrangements for the purpose of interpretation.

Interpretation, is thus, by no means a mechanical process. It calls for a critical examination of the result of one's analysis in the light of all the limitations of this data gathering. It requires careful and critical thinking to safeguard against misinterpretation of facts collected.

In the present study the data were collected from the affiliated Colleges and University Campus of Bundelkhand Univ. Their number was about six hundred. But, the informations could be gathered from four hundred teachers only.

They have been classified into sex-wise (male-female), qualification (more-less), experienced (more - less) and administrative set up (University-Colleges). All the Colleges (affiliated to the university) are governed by the state Government of U.P. A further division into many sub groups has been made for the sake of clarity and convenience of comparision and to achieve the objectives of the present study.

The total number of teachers and their relative percentage (%) of frequencies, cumulative percentage of frequencies have been shown in Table 4.1.

TABLE - 4.1

Distribution of Teachers According to Sex, Experience

Qualification and Administration (University-College)

S. No.	Group	No. of Teachers	Total No. of Teachers	Relative % of Frequency	Cumulative % of frequency
1.	Male	302	400	75.5%	75.5%
2.	Female	98	-	24.5%	100.0%
3.	More Experienced	260	400	65.0%	65.0%
4.	Less Experienced	140	-	35.0%	100.0%
5.	More Qualified	231	400	57.75%	37.75%
6.	Less Qualified	169	-	42.25%	42.25%
7.	University	60	400	15.6%	15.0%
8.	College	340	-	85.0%	100.0%

The variables under study namely Teacher Professional values Family Relationship, Anxiety and Organizational Climate have been considered for the study, and comparison has been made along with different groups, sex (male-female), experience (more-less), qualification (more - less) and administration (Univ. & College).

The analysis of the data followed in the following steps.

Statistical Analysis :

It was done with the help of Super-FX-100D CASIO Calculator and the following parameters were obtained.

1. Means and Standard Deviations were calculated with the help of following formula given below :-

$$\text{Mean} = \frac{\sum X}{N} \quad \text{S.D.} = \sqrt{\frac{\sum X^2}{N}}$$

Where - X stands for sum of all the scores.
N stands for number of scores.

ii. C.R./t were obtained by the use of formulae given below :-

Standard Error of difference

$$\sigma_D = \sqrt{\frac{SD^2}{N_1} + \frac{SD^2}{N_2}}$$

$$\text{C.R./t} = \frac{M_1 - M_2}{\sigma_D}$$

Where - SD_1 and SD_2 are the standard deviations of group 1, respectively, M_1 and M_2 stand for means of 1 and 2nd group respectively.

iii. Product moment method of correlation 'r' have been used for find out the relationship among the variables Teachers professional values, anxiety and organizational climate of the institutes.

CORRELATIONS AMONG DIFFERENT VARIABLES IN DIFFERENT GROUPS

1. TEACHERS PROFESSIONAL VALUES WITH DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE OF THE INSTITUTES.

(i) **Male Teachers (Total) :**

a. **Dimension Disharmony with Teachers Professional Value :**

Table 4.3 shows the relationship between different dimensions of organizational climate and Teachers professional values. Negative correlations are found in all the cases of Teachers professional values. The two correlations in case of educational values and democratic values have been found significant respectively. It clearly indicates that Educational and democratic values suffer upto great extent when the conflicts are exist among the teachers. The bad relationship of teachers with students and others also plays an important role in this regard.

b. **Dimension Hinderance with Teachers Professional Values :**

Two positive correlations are found with economic and aesthetic values, which are very low and not significant at any level of significance. While as in all the other case negative correlation were obtained in which two of them found significant at .05 and .01 level of significance i.e. educational and democratic. It means the condition of teaching are not helpful increasing educational as well as democratic values.

c. **Dimension Support and Satisfaction with Teachers Professional Values**

The positive correlations exist in all the seven values showed in Table 4.3. Three values have been found significant at .01 level of significance which are +.215, .253 and .369 respectively in case of moral, educational and economical values. It shows that the male teachers have good support by their authorities so they prove themselves quite fit in such type of organizational climates. It also indicates that

TABLE - 4.3

Correlations 'r' among teachers professional values separately with different dimensions of organisational climate,
(Male Teachers - 302)

Organizational climate Teacher's Professional values.	Dishar- mony	Hind- erance	Support & satis- faction	Authori- tarianism	Thrust	Demo- cracy & freedom	Academic Emphasis	Discipline & Control	Lack of facilities
1. Moral Values	-.087	-.059	+.215**	-.375**	+.079	+.195*	+.087	+.138*	-.119*
2. Social Values	-.093	-.068	+.072	-.092	+.044	+.085	+.039	+.059	-.209**
3. Educational Values	-.125*	-.114*	+.253**	-.388**	+.039*	+.309**	+.058	+.310**	-.178**
4. Personal Values	-.089	-.071	+.075	-.085	+.094*	+.086	+.055	+.087	-.108
5. Economic Values	-.073	+.067	+.369**	-.089	+.088*	+.048	+.078	+.073	-.240**
6. Democratic Values	-.149**	-.137**	+.089*	-.259**	+.065	+.338*	+.035	+.094	-.094
7. Aesthetic Values	-.076	+.058	+.095	-.049	+.058*	+.249*	+.049	+.049	-.088

* denote significance at .05 level

** denote significance at .01 level

full satisfaction of the teachers an increase in all the values specially educational economical and moral values.

d. **Dimension Authoritarianism with Teachers Professional Values**

The negative correlations $-.375$, $-.092$, $-.388$, $-.085$, $-.089$, $-.259$ and $.049$ between authoritarianism with seven teachers professional values respectively. The values $-.375$ and $-.388$ are found significant at $.01$ level of significance in case of moral, educational and democratic values. It exhibits that those colleges have authoritarianism type of climate the teachers belong to such type of climate lose their moral, educational and democratic values.

e. **Dimension Thrust with Teachers Professional Values :**

Low positive correlations $+.079$, $.044$, $.039$, $.094$, $.088$, $.065$, $.058$ obtained between thrust and seven teachers professional values. These were not significant at any level of significance. But, the positive correlations among these variables indicate a positive relationship. It can be increase by the use of suitable means in right direction.

f. **Dimension Democracy and Freedom with Teachers Professional Values :**

In Table 4.3 positive correlations $+.195^*$, $+.085$, $+.309^{**}$, $+.086$, $+.048$, $+.338^{**}$ and $+.249$ between democracy & freedom and teachers professional values. Out of these correlations are significant at $.05$ and $.01$ level of significance. Positive and significant relationship indicates that democratic functioning of the teachers improve the teachers professional values like as educational, aesthetic, democratic and moral values.

g. **Dimension Academic Emphasis with Teachers Professional Values :**

Table 4.3 shows the seven teachers professional values are positively correlated with emphasis on academic activities. But, the obtained values are not significant at any level of significance. It clearly indicates that if the more and more academic activities and programmes introduce time to time definitely improve the professional values.

h. **Dimension Discipline & Control with Teachers Professional Values :**

Two correlations between moral values and discipline, educational values and discipline $+0.138$, $+0.310$ were found significant at $.05$ and $.01$ level of significance. Other correlations are positive and low. But, the positive relationship shows discipline and good control in the institutions helpful in improvement of the teachers professional values. Good control and discipline clearly exhibits that moral and educational values of the teachers are favoured in the progress of the institutions.

i. **Dimension Lack of Facilities with Teachers Professional Values**

Negative correlations $.119$, $.209$, $.178$, $.108$, $.240$, $.094$ and $.088$ between the above variables have shown the negative relationship. Out of seven values four values of $.119$, $.209$, $.178$ and $.240$ are significant at $.05$ and $.01$ level of significant. Which shows lack of facilities directly affect the teachers professional value. Provide the more facilities to the teachers definitely improve the teachers professional values specially moral, social, educational and economical values.

(ii) **FEMALE TEACHERS (TOTAL) :**

a. **Disharmony with Teachers Professional Values :**

Correlations between disharmony and teachers professional values -.343, -.145, -.431, -.578, -.205, -.364 and .495 are obtained and most of the correlations are negative. Some of them are highly significant at .01 level of significance. Moral, educational, Personal, democratic and aesthetic values are related negatively with dimension disharmony. In comparison to male teachers female suffer with conflicts and bad relations among teachers.

b. **Hinderance with Teachers Professional Values :**

Three correlations -.349, -.395 and -.545 in regards moral values Vs disharmony, educational values Vs. disharmony and aesthetic Vs disharmony are found negative and significant at .01 level of significance. It clearly shows that female teachers deviated more when unfavourable conditions stand in the way of teaching. While the male teachers do not show such behaviour in this regard.

c. **Support & satisfaction with Teachers Professional Values :**

From table 4.4 positive correlations have been obtained in all the seven teachers professional values Vs support & satisfaction. Three correlations support & satisfaction Vs moral values, educational values and personal values are found positive but also significant at both the level of significance i.e. (.01 and .05 level). Any support in the field of education definitely increase the teachers professional values.

d. **Authoritarianism with Teachers Professional Values :**

Dimension authoritarianism of the organizational climate does not favour the teachers professional values. Table 4.4 shows the negative

correlations between the above variables. Most of the correlations are highly significant at .01 level of significance. In case of female teachers moral values personal values and aesthetic values do not have any relationship with this dimensions.

e. **Thrust with Teachers Professional Values :**

Table 4.4 shows that between these two variables all the correlations were obtained +ive but low and not significant at any level of significance. But the positive trend indicates that teachers should emphasis to students to learn and grow in right directions . Therefore, they reach to their goal achievement in the process of education.

f. **Democracy & Freedom with Teachers Professional Values :**

From Table 4.4, two values i.e. educational and aesthetic values are positively correlated with democracy & freedom in case of female teachers. The values +.345, +.554 are significant at .01 level of significance.

g. **Academic Emphasis with Teachers Professional Values :**

Similar results are also obtained (Table 4.4) between these two variables. All the correlations are positive but low and not significant. Highly positive correlations can be obtained in this regard by improving academic atmosphere in the institutes.

h. **Discipline & Control, with Teachers Professional Values :**

Table 4.4 shows that significant results obtained between moral value and educational values Vs discipline & control. This clearly shows that good control & discipline improve the academic atmosphere as well as the moral values of the teachers.

TABLE - 4.4

Correlations 'r' among teachers professional values separately with different dimensions of organisational climate
(Female Teachers - 98)

Organizational climate Teacher's Professional values.	Dishar- mony	Hind- erance	Support & satis- faction	Authori- tarianism	Thrust	Demo- cracy & freedom	Academic Emphasis	Discipline & Control	Lack of facilities
1. Moral Values	-.343**	-.349**	+.346**	-.435**	+.187	+.209	+.199	+.345**	-.530**
2. Social Values	-.195	-.208	+.488**	-.208	+.193	+.198*	+.187	+.192	-.297**
3. Educational Values	-.431**	-.395**	+.234*	-.345**	+.205	+.345*	+.208	+.425**	-.485**
4. Personal Values	-.578**	-.195	+.391**	-.439**	+.208	+.197	+.215	+.209	-.295**
5. Economic Values	.205	-.199	+.198	-.199	+.188	+.208	+.179	+.159	-.329**
6. Democratic Values	.364**	-.187	+.187	-.309**	+.176	+.193	+.195	+.187	-.195
7. Aesthetic Values	-.495?	-.545**	+.205	-.425**	+.189	+.554**	+.187	+.205	-.167

* denote significance at .05 level

** denote significance at .01 level

○ why not significant

i. Lack of Facilities with Teachers Professional Values :

Negative correlations have been found between these variables. Correlations - 5.30, -.297, .485, -.295 and .329 are highly negative and significant and because without improve facilities teachers can not fit well in educational atmosphere. Their moral, social and personal values suffer up to great extent.

(iii) MORE QUALIFIED TEACHERS (TOTAL)

a. Disharmony with Teachers Professional Values :

From Table 4.5 negative correlations are found between these two variables. The seven professional values are negatively correlated with disharmony. Moral, personal and educational values with disharmony have significant relationship.

b. Hinderance with Teachers Professional Values :

Table 4.5 shows that these two variables are negatively correlated but only in one case a significant result -.338 has been found, which indicates that unfavourable conditions do not support the professional value i.e. educational.

c. Support Satisfaction with Teachers Professional Value :

Positive correlations (Table -4.5) .428, .086, .235, .091, .078, .209 and .090 are found between support & satisfaction with seven professional values. Moral and educational values have significant relationship with support & satisfaction.

d. Authoritarianism with Teachers Professional Values :

Negative correlations (Table 4.5) -.086, -.059, -.107, -.095, .086, -.059 and -.081 have been found between these two variables. All the

values are not significant at any level of significance. It shows that more qualified teachers professional values do not deviate with authoritarianism.

e. **Thrust with Teachers Professional Values :**

In Table 4.5 positive correlations obtained between thrust and teachers professional values. These obtained values are very low and not significant at any level of significance.

f. **Democracy & Freedom with Teachers Professional Values :**

(Table 4.5) More qualified teachers have positive correlation between professional values with democracy & freedom. But, the values are low and not significant at any level except only one professional values i.e. democratic value related to this dimension of the organizational climate. It clearly indicates that they have to do their functioning with great democratic pattern.

g. **Academic Emphasis with Teachers Professional Values :**

Table 4.5 shows that academic emphasis positively related to all the teachers professional values. But, the obtained correlations are low and not significant.

h. **Discipline & Control with Teachers Professional Values :**

From table 4.5 in case of more qualified teachers professional values related to discipline & control positively. But, the obtained correlations are not significant at any level of significance.

i. **Lack of Facilities with Teachers Professional Values :**

Positive correlations +.215 and +.445 are found significant in case of moral and personal values with the lack of facilities. It indicates that more qualified teachers affected with lack of facilities and their moral and personal values suffer up to some extent.

TABLE - 4.5

Correlations 'r' among teachers professional values separately with different dimensions of organisational climate
(More Qualified Teachers - 231)

Organizational climate Teacher's Professional values.	Dishar- mony	Hind- erance	Support & satis- faction	Authori- tarianism	Thrust	Demo- cracy & freedom	Academic Emphasis	Discipline & Control	Lack of facilities
1. Moral Values	-.304**	-.088	+.428**	-.086	+.092	+.094	+.082	+.079	-.215**
2. Social Values	-.92	-.091	+.086	-.059	-.085	-.076	+.057	-.073	-.088
3. Educational Values	-.235**	-.338**	+.235**	-.107	+.067	-.097	+.093	+.095	-.069
4. Personal Values	-.149**	-.093	+.091	-.095	+.094	+.051	+.087	+.068	-.445**
5. Economic Values	-.087	-.082	+.078	-.086	+.071	+.067	+.091	+.045	-.071
6. Democratic Values	-.093	-.067	+.209**	-.059	+.054	+.233**	+.058	+.093	-.095
7. Aesthetic Values	-.087	-.059	+.090	-.081	+.072	+.097	+.082	+.068	-.081

* denote significance at .05 level

** denote significance at .01 level

TABLE - 4.6

Correlations 'r' among teachers professional values separately with different dimensions of organisational climate
(Less Qualified Teachers - 169)

Organizational climate Teacher's Professional values.	Disbar- mony	Hind- erance	Support & satis- faction	Authori- tarianism	Thrust	Demo- cracy & freedom	Academic Emphasis	Discipline & Control	Lack of facilities
1. Moral Values	-.233**	-.308**	.230**	.250**	+.159	+.138	.117	.397**	.265**
2. Social Values	-.395**	-.095	.395**	.207*	+.119	+.109	.133	.158	.487**
3. Educational Values	-.285**	-.489**	.405**	.498	+.098	+.336**	.099	.408**	.212**
4. Personal Values	-.499**	-.149	.150	.281**	+.155	+.277**	.119	.297**	.534**
5. Economic Values	-.145	-.128	.127	.155	+.108	+.129	.148	.119	.159
6. Democratic Values	-.275**	-.599**	.375**	.225**	+.127	.527**	.150	.385**	.181
7. Aesthetic Values	-.117	-.108	.107	.098	+.144	+.159	.129	.147	.197

* denote significance at .05 level

** denote significance at .01 level

(iv) **LESS QUALIFIED TEACHERS (TOTAL) :**

a. Table 4.6 have shown the five professional values negatively correlated with disharmony while as only two values economic and aesthetic are not related to this dimension. In case of less qualified teachers dimension disharmony played a effective role. Due to this moral social, educational, personal and democratic values deviated more with disharmony.

b. **Hinderance with Teachers Professional Values :**

Table 4.6 shows in case of less qualified teachers negative correlations were found as in case of more qualified teachers.

c. **Authoritarianism with Teachers Professional Values :**

Negative correlations -.250, -.207, -.498, -.281, -.155, -.225 and -.098 are found between authoritarianism with teachers professional values. Out of seven values five were highly negative and significant at .05 as well as .01 level of significance. It means authoritarianism directly hits the moral, social, educational personal and democratic values, which causes an unhealthy environment of education for students and teachers.

d. **Support & Satisfaction with Teachers Professional Values :**

Table 4.6 shows that moral, social, educational and democratic values directly effected with good support & satisfaction by the side of institutions. Good support proves an increase in teacher professional values.

e. **Thrust with Teachers' Professional Values :**

From Table 4.6 thrust is positively related to teachers professional values. All the values are low and not significant at any level of significance.

f. **Democracy & Freedom with Teachers Professional Values :**

There is a positive relationship between the above two variables. But, obtained correlations are found low and not significant except personal and democratic values, which are highly correlated with democracy and freedom.

g. **Academic Emphasis with Teachers Professional Values :**

Similar positive correlations are found as more qualified teachers .

h. **Disciplines & Control with Teachers Professional Values :**

Regarding this dimension all the correlations between the variables are found positive and significant. In moral, educational, personal and democratic values have significant correlation value at .01 level. It clearly indicates that in less qualified teachers discipline & control plays an important role in regards to moral, personal and democratic values.

i. **Lack of Facilities with Teachers Professional Values :**

Negative correlations (Table 4.6) $-.265$, $-.487$, $-.212$, $-.534$ are significant in regards to moral, social, educational and personal values while as rest are negatively correlated but not significant at any level of significance.

(V) **MORE EXPERIENCED TEACHERS (TOTAL) :**

a. **Disharmony with Teachers Professional Values :**

Table 4.7 shows that correlations between disharmony and T.F. Vs were found negative except educational and personal value which are significant at .01 level of significance.

TABLE - 4.7

Correlations 'r' among teachers professional values separately with different dimensions of organisational climate
(More Experienced Teachers - 260)

Organizational climate Teacher's Professional values.	Dishar- mony	Hind- erance	Support & satis- faction	Authori- tarianism	Thrust	Demo- cracy & freedom	Academic Emphasis	Discipline & Control	Lack of facilities
1. Moral Values	-.087	-.113*	+.235**	-.091	+.085	+.065	+.087	-.075	-.338**
2. Social Values	-.073	-.093	+.123*	-.089	+.068	+.49	+.071	.055	-.115*
3. Educational Values	-.102*	-.235**	+.119*	-.035	+.059	+.089	+.059	.092	-.085
4. Personal Values	-.117*	-.091	+.099*	-.069	+.087	+.067	+.049	.075	-.109*
5. Economic Values	-.073	-.088	+.093	-.075	+.095	+.092	+.077	.068	-.087
6. Democratic Values	-.065	-.075	+.315*	-.117*	+.082	+.059	+.091	.051	-.059
7. Aesthetic Values	-.087	-.069	+.087	-.088	+.077	+.075	+.085	.087	-.092

* denote significance at .05 level

** denote significance at .01 level

TABLE - 4.8

Correlations 'r' among teachers professional values separately with different dimensions of organisational climate
(Less Experienced Teachers - 140)

Organizational climate Teacher's Professional values.	Dishar- mony	Hind- erance	Support & satis- faction	Authori- tarianism	Thrust	Demo- cracy & freedom	Academic Emphasis	Discipline & Control	Lack of facilities
1. Moral Values	-.375**	-.369**	+.558*	-.485**	+.159	+.144	+.108	+.230**	-.335**
2. Social Values	-.154	-.149	+.455**	-.535**	+.148	+.098	+.115	+.089	-.569**
3. Educational Values	-.298**	-.435**	+.229**	-.218**	+.125	+.325**	+.129	+.495**	-.192
4. Personal Values	-.048	-.105	+.375**	-.309**	+.155	+.119	+.158	+.145	-.245**
5. Economic Values	-.128	-.125	+.135	-.108	+.098	+.125	+.088	+.138	-.105
6. Democratic Values	-.335**	-.149	+.495**	-.375**	+.107	+.475**	+.138	+.122	-.308
7. Aesthetic Values	-.098	-.115	+.119	-.117	+.099	+.145	+.105	+.109	-.155

* denote significance at .05 level

** denote significance at .01 level

b. **Hinderance with Teachers Professional Values :**

Correlations .113 and -.235 between moral, educational values and hinderance are found negative and significant. Rest of the correlations are very low as in previous cases.

c. **Support & Satisfaction with Teacher Professional Values :**

From Table 4.7 all the correlations exist positive. But four of them obtained significant at .01 level of significance. It indicates that this dimension support and satisfaction directly related to the professional values.

d. **Authoritarianism with Teacher Professional Values :**

Negative and very low correlations (Table 4.7) between above variables show that authoritarianism does not affect the teachers professional values in case of more experienced teachers. Because the experienced teachers do not take care about this dimension.

e. **Thrust with Teachers Professional Values :**

Positive correlations were obtained between these two variables as more qualified teachers. ?

f. **Democracy & Freedom with Teachers Professional Values :**

Table 4.7 shows positive correlations between democracy and teachers professional values. It indicates that freedom does not play any important role in case of more experienced teachers.

g. **Academic Emphasis with Teachers Professional Values :**

Table 4.7 shows that positive correlations exist between academic emphasis and professional values. It can be improve with more academic facilities provide to the teachers.

h. Discipline & Control with Teachers Professional Values :

Similar positive results are found as with more qualified teachers.

i. Lack of Facilities with Teachers Professional Values :

Moral, social and personal values are negatively correlated with this dimension. These values are significant at .05 level of significance.

(VI) LESS EXPERIENCED TEACHERS (TOTAL) :

a. Disharmony with Teachers Professional Values :

Table 4.8 shows that correlation $-.375$, $-.298$, $-.335$ are found between above these variable. The values are significant at .01 level of significance. In case of experienced teachers professional values suffer in such type of organizational climate.

b. Hinderance with Teachers Professional Values :

Moral, educational values negatively correlated with hinderance. Rest of the values are very low and not significant.

c. Support & Satisfaction with Teacher Professional Values :

Support and satisfaction play an important role in increasing the professional values in less experienced teachers. Table 4.8 shows five correlations are obtained positive and significant i.e. $+.598$, $+.455$, $+.229$, $+.375$ and $+.495$ in case of moral, social, educational, personal and democratic values with this dimension.

d. Authoritarianism with Teacher Professional Values :

In case of less experienced teachers highly significant and negative correlations were found between moral, social, educational, personal and democratic values with this dimension of

organizational climate. It indicates that less experienced teachers in such type of climate can not improve their professional values.

e. **Thrust with Teacher Professional Values :**

Table 4.8 shows positive and low correlation are found between these two variables. It can be increased through some positive efforts in this direction.

f. **Democracy and Freedom with Teachers Professional Values :**

From Table 4.8 $+0.325$ and $+0.475$ correlation values exist between educational and democratic values with democracy and freedom.

g. **Academic Emphasis with Teachers Professional Values :**

Low and positive correlations were obtained between these two variables as in previous case less qualified teachers.

h. **Discipline & Control with Teachers Professional Values :**

Discipline & control directly effect the teacher professional values specially moral, educational in case of less experienced teachers. In this regards $+0.230$ and $+0.495$ positive values were obtained, which significant at .01 level of significance.

i. **Lack of Facilities with Teacher Professional Values :**

From Table 4.8 -0.335 , -0.569 , -0.192 , -0.245 and -0.308 negative 'r' values obtained between these two variables. These all are significant at both the level of significance. Lack of facilities directly affect the professional values.

(VII) UNIVERSITY TEACHERS (TOTAL) :

a. **Disharmony with Teachers Professional Values :**

Two correlations out of seven are significant (i.e. -0.310 & -0.423) at .05 level of significance. In case of University teachers moral,

educational and democratic values directly affected with disharmony i.e. conflicts and relationships among the teachers.

b. Hindrance with Teacher Professional Values :

Table 4.9 shows negative correlations -.320, -.087, -.341, -.098 -.297, -.376 and -.089 between these variables. Out of seven, four correlations were found significant at .05 level of significance. Moral, educational, economical and democratic values directly affected with hindrance i.e. unfavourable conditions which stand in the way of teaching learning process.

c. Support & Satisfaction with Teachers Professional Values :

From the Table 4.9 positive correlations have been found between the above variables. All the positive values are low and not significant at any level of significance.

d. Authoritarianism with Teachers Professional Values :

Moral, educational, personal and democratic values are negatively correlated with authoritarianism. Correlations -.258, -.325 are significant at .05 level of significance. It can be minimize through change in right behaviour of authority with their subordinates.

e. Thrust with Teachers Professional Values :

From the (Table 4.9) all the positive values of correlations have been found between these variables. But, none of them found significant.

f. Democracy & Freedom with Teachers Professional Values :

Similar positive results also obtained between these two variables.

g. **Academic Emphasis with Teachers Professional Values :**

All the professional values are positively related to the academic emphasis dimension of organizational climate. But, it can be increased through the addition of academic activities as well as educational programmes by the teachers time to time.

h. **Discipline & Control with Teachers Professional Values :**

Positive correlation between the two variables were obtained but one of them significant at .05 level. Moral value is directly related with good discipline and control in the institutions.

i. **Lack of Facilities with Teachers Professional Values :**

Teachers professional values are directly affected by the lack of facilities in the institution. Moral, social, educational, personal, economical and democratic values have negative correlations with this dimension of organizational climate.

COLLEGE TEACHERS (TOTAL)

a. **Disharmony with Teachers Professional Values :**

All the seven values of teachers professional scale were negatively correlated with this dimension of organizational climate. The correlation between democratic values with disharmony is found -.229, which is significant at .01 level of significance. It can be minimize after removing the conflicts and bad relations among the teachers.

b. **Hinderance with Teachers Professional Values :**

All the negative values of correlations indicate that the professional values directly hit by the hinderance i.e. unfavourable conditions which are not helpful in improvement of the professional values.

g. **Academic Emphasis with Teachers Professional Values :**

All the professional values are positively related to the academic emphasis dimension of organizational climate. But, it can be increased through the addition of academic activities as well as educational programmes by the teachers time to time.

h. **Discipline & Control with Teachers Professional Values :**

Positive correlation between the two variables were obtained but one of them significant at .05 level. Moral value is directly related with good discipline and control in the institutions.

i. **Lack of Facilities with Teachers Professional Values :**

Teachers professional values are directly affected by the lack of facilities in the institution. Moral, social, educational, personal, economical and democratic values have negative correlations with this dimension of organizational climate.

COLLEGE TEACHERS (TOTAL)

a. **Disharmony with Teachers Professional Values :**

All the seven values of teachers professional scale were negatively correlated with this dimension of organizational climate. The correlation between democratic values with disharmony is found -.229, which is significant at .01 level of significance. It can be minimize after removing the conflicts and bad relations among the teachers.

b. **Hinderance with Teachers Professional Values :**

All the negative values of correlations indicate that the professional values directly hit by the hinderance i.e. unfavourable conditions which are not helpful in improvement of the professional values.

TABLE - 4.9

Correlations 'r' among teachers professional values separately with different dimensions of organisational climate
(University Teachers - 60)

Organizational climate Teacher's Professional values.	Dishar- mony	Hind- erance	Support & satis- faction	Authori- tarianism	Thrust	Demo- cracy & freedom	Academic Emphasis	Discipline & Control	Lack of facilities
1. Moral Values	-.310**	-.320**	-.098	-.258**	+.079	+.086	+.107	+.320**	-.178
2. Social Values	-.14	-.087	-.076	-.134	+.059	+.093	+.115	+.095	-.197
3. Educational Values	-.423**	-.341**	-.159	-.169	+.139	+.126	+.125	+.129	-.209
4. Personal Values	-.09	-.098	-.143	-.175	+.117	+.107	+.132	+.137	-.309**
5. Economic Values	-.012	-.297**	-.087	-.068	+.108	+.095	+.097	+.109	-.287**
6. Democratic Values	-.172	-.376**	-.084	-.325**	+.096	+.088	+.086	+.089	-.259**
7. Aesthetic Values	-.13	-.089	-.098	-.097	+.127	+.069	+.119	+.119	-.097

* denote significance at .05 level

** denote significance at .01 level

TABLE - 4.10

Correlations 'r' among teachers professional values separately with different dimensions of organisational climate
(College Teachers N = 340)

Organizational climate Teacher's Professional values.	Dishar- mony	Hind- erance	Support & satis- faction	Authori- tarianism	Thrust	Demo- cracy & freedom	Academic Emphasis	Discipline & Control	Lack of facilities
1. Moral Values	-.094	-.0197*	+.234**	-.119*	-.107*	+.077	+.219**	+.123**	-.113*
2. Social Values	-.087	-.010	+.248**	-.099*	+.079	+.083	+.073	+.023	-.01
3. Educational Values	.093	-.178	**	+.233**	-.107*	+.134**	+.038**	+.064	+.223**
4. Personal Values	-.016	-.079	+.198**	-.089	+.069	+.064	+.071	+.073	-.091
5. Economic Values	-.068	-.068	+.075	-.078	+.058	+.067	+.083	+.069	-.145**
6. Democratic Values	-.229**	-.179**	+.197*	-.139**	+.090	+.019*	+.091	+.071	-.088
7. Aesthetic Values	.049	-.013	+.159**	-.198**	+.087	+.071	+.081	+.083	-.139**

* denote significance at .05 level

** denote significance at .01 level

c. **Support & Satisfaction with Teachers Professional Values :**

Most of the results are found positive and significant (Table 4.10). The correlations $+0.234$, $+0.248$, $+0.233$, 0.198 , $+0.197$ and 0.159 have been found significant at 0.05 and 0.01 level of significance.

d. **Authoritarianism with Teachers Professional Values :**

In college teachers the correlations between teachers professional values and this dimension (-0.119 , -0.099 , -0.107 , -0.139 and -0.198) are found significant at 0.05 level of significance. This negative trend of relationship indicates that college principals and other authorities do not behave properly with their subordinates.

e. **Thrust with Teachers Professional Values :**

Table 4.10 shows that all the positive correlations exist between these two variables. But, these obtained values are low and not significant.

f. **Democracy & Freedom with Teacher Professional Values :**

Teachers professional values are positively correlated with the dimension democracy and freedom. All the seven values are found +ve, but, not significant at both the level of significance.

g. **Academic Emphasis with Teacher Professional Values :**

In Table 4.10 teachers professional values are positively correlated with this dimension $+0.119$ value of correlation is significant at 0.05 level of significance. Rest of the values are very low and not significant.

h. **Discipline & Control with Teachers Professional Values :**

$+0.219$ and $+0.228$ values of correlations shows the positive and significant relationship between the two variables.

i. **Lack of Facilities with Teachers Professional Values :**

Teachers professional values are negatively correlated with this dimensions. Most of the significant values shows that lack of facilities are directly affected the professional values.

DISCUSSION :

On the basis of above tables regarding the relationship between organizational climate and teachers professional values, it is found that dimension disharmony have significant negative relationship with professional values educational, moral, personal and democratic values in all the groups of teachers. The second dimension is also negatively correlated with moral educational democratic and aesthetic values. The dimension third is positively related with teachers professional values but significant results obtained in case of educational, moral and personal values. Fourth dimension is also negatively correlated in educational and democratic values in all groups. Fifth dimension thrust is found positively related to all the seven values. Sixth dimension democracy and freedom is related significantly with moral, educational democratic and aesthetic values. Academic emphasis is also related positively but not significantly with teachers profession values. The eight dimension discipline and control is also related significantly in case of moral and educational values. The dimension, lack of facilities is near about negatively correlated with all values significantly.

The present findings are in agreement with those of Sharma & Qureishi (Chapter 2, ref. 33) and Rao (Chapter 2, ref. 26, because in their studies teachers professional values are related to positive dimensions of organizational climate. The findings are in well

agreement with those Conell and Argyris (Chapter 2, ref. 38) and Getzel and Guba (Chapter 2, ref. 40) that social and other professional values related to organizational climate.

2. DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE WITH ANXIETY :

More Experienced Teachers

Less Experienced Teachers

a. Disharmony with Anxiety :

Table 4.11 shows positive correlations $+0.088$ and $.087$ between disharmony and anxiety. These values are not significant at both the level of significance.

TABLE - 4.11

CORRELATIONS 'r' AMONG DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE WITH ANXIETY

More Experienced Teachers

Less Experienced Teachers

S. No.	Dimensions of Organizational Climate	<u>Anxiety</u>	
		More Exp. Teachers N = 260	Less Experienced Teachers N=140
1.	Disharmony	$+0.088$	$+0.087$
2.	Hinderance	$+0.29^{**}$	$+0.26^{**}$
3.	Support & satisfaction	-0.34^{**}	-0.33^{**}
4.	Authoritarianism	$+0.084$	$+0.21^{**}$
5.	Thrust	-0.079	-0.067
6.	Democracy & Freedom	-0.22^{**}	-0.21^{**}
7.	Academic Emphasis	$+0.089$	$+0.077$
8.	Discipline & Control	-0.067	-0.045
9.	Lack of Facilities	$+0.33^{**}$	$+0.47^{**}$

* denote significance at .05 level.

** denote significance at .01 level.

b. **Hinderance with Anxiety :**

From Table 4.11 positive and significant correlations are found in both the groups. Values .29 and .26 are significant at .01 level of significance . These significant values indicate that unfavourable conditions are the cause of anxiety in teaching learning process.

c. **Support & Satisfaction with Anxiety :**

Positive and significant correlation values -.34 and -.33 in both the groups clearly indicates that support and satisfaction in the field of education minimise the anxiety.

d. **Authoritarianism with Anxiety :**

Authoritarianism and anxiety have positive relationship which is found +.084 and +.21 for both the groups. Less experienced teachers suffer with more anxiety.

e. **Thrust with Anxiety :**

Table 4.11 shows -.079 and -.067 correlations between the thrust and anxiety . But the above values are not significant.

f. **Democracy with Anxiety & Freedom :**

From the Table 4.11 -.22 and -.21 correlations in both the groups indicate that democracy and freedom have good relationship. Teachers feel less anxiety in such type of climate.

g. **Academic Emphasis with Anxiety :**

Academic emphasis and anxiety have positive and low correlationship. It shows that academic emphasis does not affect the anxiety.

h. **Discipline & Control with Anxiety :**

This variable also shows a negative relationship with anxiety.

i. **Lack of Facilities with Anxiety :**

From the Table 4.11 +.33 and +.47 correlation value have been obtained for both the groups. The above values are significant at .01 level of significance and clearly indicates lack of facilities are the main cause of anxiety.

(ii) More Qualified Teachers

Less Qualified Teachers

a. **Disharmony with Anxiety :**

Positive correlations +.084 and .089 (Table 4.12) obtained for both the groups of teachers. These obtained values are not significant at .05 level of significance.

b. **Hinderance with Anxiety :**

Positive correlations +.31 and +.49 have been found in case of more and less qualified teachers respectively. Both the values are significant at .01 level of significance. It clearly indicates that hinderance and anxiety are positively correlated.

TABLE - 4.12

CORRELATIONS 'r' AMONG DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE WITH ANXIETY

More Experienced Teachers
Less Experienced Teachers

S. No.	Dimensions of Organizational Climate	<u>Anxiety</u>	
		More Exp. Teachers N = 231	Less Experienced Teachers N=169
1.	Disharmony	+0.084	+0.089
2.	Hinderance	+0.31**	+0.49**
3.	Support & satisfaction	-0.27**	-0.28**
4.	Authoritarianism	+0.091	+0.30**
5.	Thrust	-0.077	-0.087
6.	Democracy & Freedom	-0.23**	-0.24**
7.	Academic Emphasis	-0.24**	-0.088
8.	Discipline & Control	-0.077	-0.056
9.	Lack of Facilities	+0.34**	+0.51**

* denote significance at .05 level.

** denote significance at .01 level.

c. **Support & Satisfaction with Anxiety :**

Table 4.12 shows negative correlations between these two variables. Correlations -0.27 and -0.49 are significant at .01 level of significance for both the groups. It clearly shows anxiety can be decrease will good and satisfactory shows anxiety can be decrease will good and satisfactory conditions provide to them.

d. **Authoritarianism with Anxiety :**

+0.091 and +.30 correlations are found for both the groups respectively. For second group .30 value is found significant because less qualified teachers suffer with this dimension of organizational climate up to large extent.

e. **Thrust with Anxiety :**

Low and negative correlations were found for these two groups of teachers.

f. **Democracy and Freedom with Anxiety :**

Anxiety is related negatively with this dimension or organizational climate. Obtained value of correlation -.23 and -.24 are significant at .01 level of significance. Anxiety can decrease upto large extent in such type of organizational climate i.e. democracy and freedom.

g. **Academic Emphasis with Anxiety :**

From (Table 4.12) -.24 value of correlation is found in case of more qualified teachers which shows that if the teachers followed good academic activities as well as programmes during the teaching learning process reduce their anxiety.

h. **Discipline & Control with Anxiety :**

This dimension of organizational climate negatively correlated with anxiety. But the results found very low and not significant.

i. **Lack of Facilities with Anxiety :**

From (Table 4.12) +.34 and +.51 significant value of correlations clearly indicate that the facilities which are needed but are not made available cause the anxiety in the teachers.

- (iii) Male Teachers
Female Teachers

a. **Disharmony with Anxiety :**

Correlation +.27 is found in case of female teachers which is significant at .01 level of significance while in case of male teachers the obtained correlation is low and not significant.

b. **Hinderance with Anxiety :**

Positive Correlations +.14 and +.40 (Table 4.13) shows a positive relationship between these two variables. Above values are significant at .05 and .01 level of significance. Anxiety increases in this type of organizational climate i.e. hinderance.

TABLE - 4.13

CORRELATIONS 'r' AMONG DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE WITH ANXIETY

Male Teachers &
Female Teachers

S. No.	Dimensions of Organizational Climate	<u>Anxiety</u>	
		Male Teachers N = 302	Female Teachers N = 98
1.	Disharmony	+.083	+.27**
2.	Hinderance	+.14*	+.40**
3.	Support & satisfaction	-.12	-.27**
4.	Authoritarianism	+.009	+.32**
5.	Thrust	-.046	-.067
6.	Democracy & Freedom	-.22**	-.022**
7.	Academic Emphasis	+.056	+.062
8.	Discipline & Control	-.078	-.066
9.	Lack of Facilities	+.42**	+.56**

* denote significance at .05 level.

** denote significance at .01 level.

c. **Support & Satisfaction with Anxiety** :

In the dimension support and satisfaction of the organizational climate anxiety reduces in male as well as in female teachers.

d. **Authoritarianism with Anxiety** :

Despite correlations $+0.099$ and $+0.32$ are found in case of male and female teachers respectively. But $+0.32$ value of correlation is found significant at $.01$ level of significance. It clearly shows that female teachers suffer to some extent due to beaurocracy of administrators and management.

e. **Thrust with Anxiety** :

Low and negatively correlated value have been found in both the groups of teachers.

f. **Democracy & Freedom with Anxiety** :

From the Table 4.13 it has been observed that -0.22 correlation value is found in case of male teachers between the variables. But, low and insignificant value is found in case of female teachers. Here it has shown that democracy and freedom influence the anxiety in positive direction.

g. **Discipline & Control with Anxiety** :

Similar results have been found as in previous groups of teachers.

h. **Academic Emphasis with Anxiety** :

The correlations $+0.056$ and $+0.062$ are obtained between these two variables for both the groups. But these values are not significant.

i. **Lack of Facilities with Anxiety** :

Highly positive and significant values of correlation have been observed between the dimension lack of facilities and anxiety. Provide more facilities that are needed to the teachers reduce their anxiety and also improve the teaching learning process.

(iv) University Teachers

College Teachers

a. **Disharmony with Anxiety** :

From (Table 4.14) positive correlation $+0.14$ and $+0.24$ are indicated between the dimension disharmony and anxiety of the teachers, $+0.24$ value of correlation is significant at $.01$ level of significance in case of college teachers. It is clear, if a college teachers have not good relations and free from conflicts etc. really do not face any anxiety.

b. **Hinderance with Anxiety** :

In case of university as well as college teachers have shown positive correlation between the above two variables. In case of college teachers the correlation $+0.32$ values have been found significant at $.05$ and $.01$ level of significance. It clearly indicates that both the groups of teacher should ignore the bad conditions which interfere the teaching learning process.

TABLE - 4.14

CORRELATIONS 'r' AMONG DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE WITH ANXIETY

University Teachers

College Teachers

S. No.	Dimensions of Organizational Climate	<u>Anxiety</u>	
		University Teachers N = 60	College Teachers N = 340
1.	Disharmony	+0.14	+0.24**
2.	Hinderance	+0.171	+0.32**
3.	Support & satisfaction	-0.182	-0.40**
4.	Authoritarianism	+0.094	+0.37**
5.	Thrust	-0.056	-0.094
6.	Democracy & Freedom	-0.32**	-0.33**
7.	Academic Emphasis	-0.046	-0.078
8.	Discipline & Control	-0.074	-0.045
9.	Lack of Facilities	+0.32**	+0.52**

* denote significance at .05 level.

** denote significance at .01 level.

c. Support & Satisfaction with Anxiety :

From Table 4.14 the correlations between these two variables are -.182 and -.40. The -.40 value of r (significant .01 level) in case of college teachers indicates that they have good support and satisfaction from their institutions.

d. Authoritarianism with Anxiety :

Authoritarianism is positively related with anxiety both in university and college teachers. Significant results are found in case of college teachers. It is due to that all the college are governed by

Government of U.P. They have fear of transfer from one place to another in the form of punishment etc.

e. **Thrust with Anxiety** :

Low and negative values of correlations indicates no significant relationship between the two variables.

f. **Democracy & Freedom** :

Democracy and freedom is related to anxiety in this sense if democracy and freedom increases in the institutions then anxiety in teachers definitely decreases upto much extent.

g. **Academic Emphasis with Anxiety** :

Between these two variables the correlation is found very low and negative.

h. **Discipline & Control with Anxiety** :

The obtained values of correlations do not show any remarkable change in this regard.

i. **Lack of Facilities with Anxiety** :

Anxiety and dimension lack of facilities are positively related in sense one increase other will also increase in the same manner. The +.32 and +.52 values of correlations for both the group of teachers are found significant at .01 level of significance. Better facilities provide to the teachers by the institutions reduce the anxiety of the teachers.

Discussion :

The analysis has been made in relation to organizational climate affect the teachers anxiety in different groups. The first dimension disharmony affects the anxiety of female and college teachers significantly. The second dimension hinderance is also affects the anxiety of teachers all the groups. Third dimension support and

satisfaction have a relationship with anxiety in positive direction in all groups. Authoritarianism have also no good relationship with anxiety in case of female and college teachers. The dimensions thrust, academic emphasis and discipline & control have no meaningful relationship with anxiety. Dimension democracy and freedom has shown significant relationship with anxiety in all the groups. The last dimension lack of facilities showed a positive and significant relationship with anxiety in all groups.

The present findings are not in agreement with those of Douglas and Rice (Chapter 2, ref. 49) and Maccoby and Jacklin (Chapter 2, ref. 53) because in his studies sex has no relationship with anxiety.

TABLE - 4.15

CORRELATIONS 'r' AMONG DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE WITH FAMILY RELATIONSHIP

More Experienced Teachers
Less Experienced Teachers

S. No.	Dimensions of Organizational Climate	<u>Family Relationship</u>	
		More Exp. Teachers N = 260	Less Experienced Teachers N=140
1.	Disharmony	+.088	+.087
2.	Hinderance	+.30**	+.28**
3.	Support & satisfaction	-.36**	-.36**
4.	Authoritarianism	-.33**	+.23**
5.	Thrust	-.079	-.064
6.	Democracy & Freedom	-.25**	-.21**
7.	Academic Emphasis	-.081	-.077
8.	Discipline & Control	-.062	-.046
9.	Lack of Facilities	+.37**	+.47**

* denote significance at .05 level.

** denote significance at .01 level.

3. DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE WITH FAMILY RELATIONSHIP :

(a) More Experienced and Less Experienced Teachers (Table 4.15)

Table 4.15 showed the positive and significant (.01 level) relationship in both the groups - more experienced and less experienced teachers. The correlation values were .30 and .28 between one dimension of organisational climate i.e. Hindrance and family relationship. It indicate that bad conditions of the climate are the causes of bad family relationship in teaching learning process.

The support and satisfaction dimension of organisational climate showed their negative correlation with family relationship i.e. -.27 and -.28 respectively for more experienced and less experienced group and significant at .01 level. This clearly indicate that support and satisfaction dimension of the climate supplement in the good family relationship.

Authoritarianism and family relationship have positive and significant relationship. The correlation values are +.33 and +.23 respectively between more experienced and less experienced group at .01 level of significance. It clearly indicate that less experienced teachers suffer more in family relationship than experienced teachers.

Democracy and freedom of organisational climate showed their negative relationship with family relationship i.e. -.25 and -.21 respectively for more experienced and less experienced group of teachers significant at .01 level of significance. This clearly showed that family relationship can increase upto large extent in democracy and freedom.

Discipline and control, one of the dimension of organisational climate have negative but not significant relationship in both groups i.e. more experienced and less experienced teachers. The correlation values are -0.062 and -.046, it indicate that more experienced teachers have good relationship due to discipline and control.

From the above table (4.15), +.37 and +.47 correlation. Values have been obtained between lack of facilities and family relationship for both the groups i.e. more and less experienced teachers. These correlation values are positive and significant at .01 level of significance. Thus, it clearly indicates that lack of facilities are the main cause of bad family relationship in teaching learning process.

TABLE - 4.16

CORRELATIONS 'r' AMONG DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE WITH FAMILY RELATIONSHIP

More Qualified Teachers
Less Qualified Teachers

S. No.	Dimensions of Organizational Climate	<u>Anxiety</u>	
		More Qualified Teachers N = 231	Less Qualified Teachers N=169
1.	Disharmony	+.086	+.090
2.	Hinderance	+.34**	+.52**
3.	Support & satisfaction	-.29**	-.30**
4.	Authoritarianism	+.091	+.32**
5.	Thrust	-.079	-.087
6.	Democracy & Freedom	-.26**	-.28**
7.	Academic Emphasis	-.25**	-.089
8.	Discipline & Control	-.078	-.059
9.	Lack of Facilities	+.36**	+.54**

* denote significance at .05 level.

** denote significance at .01 level.

b. **More Qualified & Less Qualified :**

Table 4.16 showed the correlation values positive and significant i.e. $+0.34$ and $+0.52$ at $.01$ level of significance between hinderance and family relationship of more experienced and less experienced teachers. It clearly indicate that bad conditions of climate are the cause of bad family relationship in teaching learning process.

The support and satisfaction of organizational climate have negative correlation with family relationship - -0.26 and -0.28 respectively for more experienced and less experienced teachers at $.01$ level of significance. It showed that support and satisfaction of climate supplement in good family relationship and it promote the teaching learning process.

Authotarianism and family relationship have positive relationship between the two groups i.e. more qualified and less qualified teachers. The correlation values are $.091$ and $.32$ significant at $.01$ level of significance. It clearly indicate that less experienced teachers suffer more in family relationship due to authotarianism in the institutions.

The correlation values $+0.36$ and $+0.54$ have been obtained between lack of facilities and family relationship for both the groups more experienced and less experienced group of teachers. These correlation values are positive and significant at $.01$ level of significance. It clearly indicate that facilities which are needed but are not made available cause the poor relationship with family.

TABLE - 4.17

CORRELATIONS 'r' AMONG DIFFERENT DIMENSIONS OF ORGANIZATIONAL CLIMATE WITH FAMILY RELATIONSHIP

Male Teachers
Female Teachers

S. No.	Dimensions of Organizational Climate	<u>Family Relationship</u>	
		Male Teachers N=302	Female Teachers N= 98
1.	Disharmony	+0.085	+0.28**
2.	Hinderance	+0.26**	+0.42**
3.	Support & satisfaction	-.14	-.29**
4.	Authoritarianism	+0.099	+0.34**
5.	Thrust	-.048	-.069
6.	Democracy & Freedom	-.24**	-.023
7.	Academic Emphasis	+0.058	+0.066
8.	Discipline & Control	-.079	-.068
9.	Lack of Facilities	+0.44**	+0.59**

* denote significance at .05 level.

** denote significance at .01 level.

iii. Male Teachers and Female Teachers (Table 4.17) :

From table 4.17, the positive and significant correlation values are obtained between hinderance and family relationship of two groups i.e. male teachers and female teachers. These values are .26 and .42, significant at .01 level of significance. It clearly indicate that the cause of bad family relationship of the male - female teachers are hinderances which affect the Teaching learning process.

In the dimension of climate i.e. support and satisfaction and family relationship the correlation value -.29 was significant at

.01 level of significance in case of female teachers, while in case of male teachers this correlation value was $-.14$ which is not significant at any level of significance. It indicates that support and satisfaction affect the family relationship.

From the above table (4.17) the correlation values are $.099$ and $.34$ found between authoritarianism and family relationship. In case of female teachers this value is positive and significant at .01 level of significance, while in male teachers this value is low and positive but not significant at any level. It clearly indicates that female teachers suffer to some extent due to bureaucracy of administrators and management. More authoritarianism in female teachers, more disturbed family relationship.

Democracy, freedom and family relationship, the correlation values $.24$ which was significant at .01 level of significance in case of male teachers, while in case of female teachers this value $-.023$ which is low and not significant at any level of significance. It clearly showed that democracy and freedom influence the family relationship in the positive direction.

Highly significant and positive correlation values ($.44$ and $.59$) between one of the climate dimension lack of facilities and family relationship which was significant at .01 level of significance. It means provide more facilities that are needed to the male and female teachers reduces the family tensions and it improves or enhances the teaching learning process.

TABLE - 4.18
CORRELATIONS 'r' AMONG DIFFERENT DIMENSIONS
OF ORGANIZATIONAL CLIMATE WITH FAMILY
RELATIONSHIP

University Teachers
College Teachers

S. No.	Dimensions of Organizational Climate	<u>Family Relationship</u>	
		University Teachers N= 60	College Teachers N=340
1.	Disharmony	+0.16	+0.26**
2.	Hinderance	+0.171	+0.33**
3.	Support & satisfaction	-0.183	-0.41**
4.	Authoritarianism	+0.096	+0.39**
5.	Thrust	-0.058	-0.099
6.	Democracy & Freedom	-0.36**	-0.34**
7.	Academic Emphasis	-0.046	-0.079q
8.	Discipline & Control	-0.76	-0.048
9.	Lack of Facilities	+0.34**	+0.55**

* denote significance at .05 level.

** denote significance at .01 level.

(IV) University Teachers and College Teachers (Table 4.18) :

Table 4.18 showed that disharmony and family relationship have positive correlation i.e. .16 and .26 between university and college teachers 0.26 value of correlation is significant at .01 level of significance in case of college teachers. It indicate that if the college teachers have not good relations and not free conflicts etc.

really cannot have good relationship. This affects the teaching learning process.

The correlation values .17 and .33 were found positive and significant at .05 and .01 level of significance between hinderance and family relationship of university and college teachers. It clearly showed that both the group of teachers ignore the bad conditions which affect the teaching learning process.

Authoritarianism is positively correlated with family relationship both in University and college teachers i.e. .096 and .39 respectively. Significant results are found only in case of college teacher (.39 value is significant at .01 level). It is due to that all the colleges are governed by Government of U.P. They have fear of transfer from one place to another place in the form of punishment etc.

From the above table 4.18, Democracy and freedom of climate and family relationship showed the negative correlation but significant at .01 level of significance i.e. -.36 and -.34 respectively for university and college teachers. This showed that if democracy and freedom increases the family relationship decreases upto much extent.

The correlation values .34 and .55 obtained between lack of facilities and family relationship of the University and college teachers. These values are positive and significant at .01 level. It means lack of facilities that we needed to university and college teachers that are needed to increase the family tensions and it adversely affect the teaching learning process. Better facilities provide to the institutions, better the family relationship of the college and university teachers.

TABLE - 4.18 (a)

**MEAN, S.D. & C.R. VALUE IN THE MALE - FEMALE
TEACHERS (FAMILY RELATIONSHIP)**

Group	M	N	S.D.	C.R
Male College Teachers	36.77	260	3.43	6.64**
Female College Teachers	30.11	18	4.16	
Male University Teachers	25.67	42	2.55	
Female University Teachers	28.88	80	1.66	7.39**
Total Male Teachers	26.54	302	4.76	5.52**
Total Female Teachers	29.10	98	3.70	

** Significant at .01 & .05 level.

In table 4.18(a), the mean values for family relationship were 26.77, 30.11, 25.67, 28.88, 26.54 & 29.10 respectively for male college teachers, female college teachers, male university teachers, female university teachers, total male teachers and total female teachers. The C.R. values were found 2.40, 7.39 & 5.52 respectively for male - female college teachers, male - female University teachers & total male - female teachers. All the values were significant at .01 & .05 level. It indicate that female teachers have better family relationship in comparision to male teachers in the University as well as in colleges.

TABLE - 4.19

Mean, Standard Deviations and C.R./t' of Anxiety of Different Groups on the basis of Qualification & Sex

S.No.	Group	N	Mean	S.D.	C.R./t'
1.	More Q College Male	160	25.80	14.60	0.34
	More Q Univ. Male	20	26.90	13.78	
2.	Less Q College Male	100	25.40	14.35	0.78
	Less Q Univ. Male	22	27.80	13.39	
3.	More Q College Female	46	34.20	12.87	0.17
	More Q Univ. Female	05	35.35	12.70	
4.	Less Q College Female	34	33.38	13.00	0.60
	Less Q Univ. Female	13	35.87	12.60	
5.	More Q Male	180	26.45	13.35	4.25**
	More Q Female	51	34.37	12.80	
6.	Less Q Male	122	27.50	12.90	3.28**
	Less Q Female	47	33.45	11.78	

** denote at .01 & .05 level of significance.

1. **ANXIETY** :

It has been measured with the help of anxiety scale prepared by the investigator under the supervision of Dr. R.L. Vishawkarma with this variable comparisons were also made in the form of different possible groups of teachers on the basis of different possible groups of teachers. On the basis of sex, experience, qualification and administration. C.R./'t' values were estimated to find out the significant differences among them and reach at a meaningful results.

i. **Comparison of Anxiety in Different Groups**

a. **Sex with Qualification : the basis of Sex :**

Table 4.19 shows that the mean values of anxiety scores for more qualified & less qualified male and female university & college teachers. The mean value of male more qualified teachers is lower than that of female more qualified teachers. But 't' value (4.25) is significant at .05 level of significance. Significant (CR = 3.28) results are also found out in the case of less qualified male and female teachers. But, high mean values in case of female college teachers in both groups show that more and less qualified female teachers suffer with anxiety most of the colleges of the Bundelkhand University are situated at remote place, so, the social, economic and geographical conditions are tough in Bundelkhand areas, which give more anxiety to female teachers than male teachers. But in other groups no significant results are found for the study.

b. **Sex with Experience :**

From Table 4.20, more experienced female colleges, less experienced female colleges and more experienced female universally

TABLE - 4.20

Mean, Standard Deviations, Standard Error and C.R./t' of Anxiety Different Groups
on the basis of Sex and Administration of Total Group

S.No.	Group	N	Mean	S.D.	C.R./t'
1.	Total College Male	260	25.80	14.60	5.70**
	Total College Female	80	33.67	12.00	
2.	Total Univ. Male	42	27.70	13.90	2.17*
	Total Univ. Female	18	35.32	12.80	
3.	Total College Male	260	25.80	14.60	0.86
	Total Univ. Male	42	27.70	13.90	
4.	Total College Female	80	33.67	12.00	0.51
	Total Univ. Female	18	35.32	12.80	
5.	Total Male	302	26.75	14.16	6.04**
	Total Female	98	34.49	12.36	

* denote at .05 level of significance.

** denote at .01 level of significance.

TABLE - 4.21

Mean, Standard Deviations, Standard Error and C.R./t' of Anxiety Different Groups on the basis of Experience with Qualification

S.No.	Group	N	Mean	S.D.	C.R./t'
1.	More E More Q College	130	24.20	11.40	0.01
	More E More Q Univ.	14	28.30	13.20	
2.	Less E Less Q College	38	25.10	11.80	0.31
	Less E Less Q Univ.	15	26.30	12.97	
3.	More E More Q Univ.	14	28.20	13.20	0.40
	Less E Less Q Univ.	15	26.30	12.97	
4.	More E More Q College	130	24.20	11.40	0.45
	Less E Less Q College	38	25.10	11.80	
5.	Total More E More Q Teacher	144	27.30	11.60	2.08**
	Total Less E Less Q Teacher	45	23.25	12.60	

* denote at .05 level of significance.

** denote at .01 level of significance.

have higher mean values 33.32 & 33.70 than that of male teachers as their counterparts. C.R. obtained 3.78 & 3.67 for these groups which are significant at .05 level of significant.

c. **Sex with Administration (Total Group) :**

The mean values (Table 4.20) of anxiety scores for total college male and female are 25.80 and 33.67, respectively. The C.R. value 5.70 is significant at .01 level of significance. In case of total university male and female teachers mean value for male 27.70 is lower than that of the mean value 35.32 of female teacher. The obtained C.R. value 5.70 and 2.17 are found significant at .01 level of significance. Mean value 34.49 for female (total group) is found quite high than that of mean value of 26.75 for male teachers (total gr.). The C.R. value 6.04 for this difference in anxiety score is highly significant at .01 level of significance. It clearly indicates that female teachers feel more anxiety due to some social, economical, geographical situations of institutes and beaurocracy of administrators.

(ii) **Comparision of Anxiety on the basis of Experience :**

a. **Experience with Qualification :**

From table 4.21; more experienced more qualified teachers of colleges have less more value (24.20) than mean (28.30) of more experienced more qualified university teachers. This difference is found (C.R. = .01) not significant at any level of significance, also the insignificant values have been obtained in serial number groups 2, 3 and 4. The total group of more experienced more qualified teachers with less experienced less qualified teachers have a difference in means which also have C.R. value 2.08 significant at .05 level. It clearly

TABLE - 4.22

Mean, Standard Deviations, & C.R./t' of Anxiety of Different Groups on the basis of Experience with Sex

S.No.	Group	N	Mean	S.D.	C.R./t'
1.	More E Male	206	26.10	14.30	0.63
	Less E Male	96	27.00	13.80	
2.	More E Female	54	34.10	34.10	0.08
	Less E Female	44	33.52	33.52	
3.	More E Male	206	26.50	26.50	1.64
	More E Female	54	34.60	34.60	
4.	Less E Male	96	27.30	27.30	1.98*
	Less E Female	44	34.12	34.12	

* denote at .05 level of significance.

** denote at .01 level of significance.

TABLE - 4.23

Mean, Standard Deviations, & C.R./t' of Anxiety of Different Groups on the basis of Experience with Administration (Total Group)

S.No.	Group	N	Mean	S.D.	S.E.	Df	C.R./t'
1.	More E Univ.	34	27.76	13.89	2.20	178	0.28
	Less E Univ.	26	26.80	14.77			
2.	More E College	226	28.67	14.56	1.94	218	0.75
	Less E College	114	27.69	13.44			
3.	More E Univ.	34	27.76	13.80	1.80	248	0.80
	More E College	226	28.67	14.56			
4.	Less E Univ.	26	26.80	14.77	2.31	148	0.55
	Less E College	114	27.69	13.44			
5.	Total More E Teacher	260	28.21	14.23	1.43	398	0.82
	Total Less E Teacher	140	27.24	13.67			

* denote at .05 level of significance.

** denote at .01 level of significance.

TABLE - 4.24
Mean, Standard Deviations, & C.R./t' of Anxiety of Different Groups
on the basis of Qualification and Administration of Total Group

S.No.	Group	N	Mean	S.D.	C.R./t'
1.	More Q College	206	26.31	11.50	0.34
	More Q Univ.	25	27.22	12.90	
2.	Less Q College	134	24.20	11.70	0.91
	Less Q Univ.	35	26.30	13.10	
3.	More Q College	206	26.31	11.50	2.04*
	Less Q College	134	24.20	11.70	
4.	More Q Univ.	25	27.22	12.90	0.33
	Less Q Univ.	35	26.30	13.10	
5.	Total More Qualified	231	26.76	12.20	1.62
	Total Less Qualified	169	25.25	11.80	

* denote at .05 level of significance.

** denote at .01 level of significance.

indicates that more qualified more experienced teachers suffer with anxiety to their counterparts.

b. **Experience with Sex :**

From table 4.22, more experience female teachers mean scores 34.60 is found greater than more experienced male teachers mean score 26.50. The C.R. values is found 1.64 which is not significant at any level of significance. The significant result (1.98) has obtained in less experience male and less experience female teachers. These results are just similar to as found in previous groups of male and female teachers.

c. **Experience with Administration (Total Group) :**

From Table 4.23 University teachers (more experienced - less experienced), college teachers (more experienced - less experienced) have no significant differences regarding anxiety. There are no significant results obtained in more experienced university and college teachers. Total group of more experienced teachers and less experienced teachers have mean score 28.71 and 27.24 respectively. C.R. .82 is found not significant at any level of significance. It clearly indicates that experience does not play any role in anxiety.

(iii) **Comparison of Anxiety on the Basis of Qualification :**

a. **Qualification with Administration :**

From Table 4.24 more qualified and less qualified college and university teachers have differences in means score. The C.R. obtained for 2.04 in case of more qualified & less qualified college teachers was significant at .05 level of significance.

TABLE - 4.25
Mean, Standard Deviations, & C.R./t' of Anxiety of Different Groups
on the basis of Administration of Total Group

S.No.	Group	N	Mean	S.D.	C.R./t'
1.	College Male	260	25.80	14.60	0.74
	Univ. Male	42	27.40	13.60	
2.	College Female	80	33.67	12.00	0.51
	Univ. Female	18	35.32	12.80	
3.	College Male	260	25.80	14.60	5.87**
	College Female	80	33.67	12.00	
4.	Univ. Male	42	27.70	13.90	2.17*
	Univ. Female	18	35.32	12.80	
5.	Total College	340	29.73	13.80	1.02
	Total Univ.	60	31.51	13.20	

* denote at .05 level of significance.

** denote at .01 level of significance.

Total more qualified teachers and total less qualified teachers means 26.76 and 25.25 shows no significant difference in anxiety of the above groups. It means there is no remarkable difference in anxieties of these two groups.

(iv) **Comparison of Anxiety on the basis of Administration**

(Total Group) :

From Table 4.25, male teachers of college and university female teachers of college and university have the similar mean scores on anxiety scale. So, both groups do not have any significant difference regarding this variable. But the college (Male-Female) teachers and university (Male - female) teachers have the large differences in mean scores (Table 4.25), C.R. value 5.87 and 2.17 are significant. Both the group of male - female college and university teachers show the significant differences in anxiety. These findings are in agreement with the results obtained in case of male - female teachers.

Total group of college and university teachers have no significant differences in this regard.

DISCUSSION :

From the analysis of the anxiety scores it is found that more experienced more qualified (male - female), less experienced, less qualified (male - female) college teachers show significant differences and total male - female also shows remarkable difference in anxiety of the teachers.

The findings reported with this variable are well in agreement with those of Douglas and Rice (Chapter 2, ref. 49) Maccoby and Jacklin (Chapter 2, Ref. 53) female teachers showing more anxiety, stress and strain in comparison to male teachers.

TABLE - 4.26

Mean, S.D., & C.R./t' Value of Family Relationship on the basis of Sex with Qualification

S.No.	Group	N	Mean	S.D.	C.R./t'
1.	More Q Male College Teachers	100	28.07	6.27	1.252
	More Q Female College Teachers	46	26.57	6.92	
2.	Less Q Male College Teachers	100	29.50	4.23	1.604
	Less Q Female College Teachers	34	31.01	4.91	
3.	More Q Male Univ. Teachers	20	35.11	2.92	1.72
	More Q Female Univ. Teachers	05	36.90	3.61	
4.	Less Q Male Univ. Teachers	22	25.77	6.22	3.563*
	Less Q Female Univ. Teachers	13	30.00	2.91	
5.	More Q Male College Teachers	160	28.06	3.23	4.792*
	More Q Male Univ. Teachers	20	35.11	6.48	
6.	More Q Female College Teachers	46	26.57	4.13	4.386*
	More Q Female Univ. Teachers	05	26.90	5.78	
7.	Less Q Male College Teachers	100	29.50	2.69	5.366*
	Less Q Male Univ. Teachers	22	25.77	3.01	
8.	Less Q Female College Teachers	34	31.01	2.70	.716
	Less Q Female Univ. Teachers	05	30.00	2.98	

* Significant at .01 & .05 level.

TABLE - 4.27
Mean, S.D. & C.R./t Value of Family Relationship on the basis of Sex with Experience

S.No.	Group	N	Mean	S.D.	C.R./t
1.	More Exp. Male College Teachers	180	29.08	3.56	4.30**
	More Exp. Female College Teachers	46	27.10	2.58	
2.	Less Exp. Male College Teachers	80	28.78	3.12	1.01
	Less Exp. Female College Teachers	34	28.16	2.97	
3.	More Exp. Male Univ. Teachers	26	35.11	4.13	0.69
	More Exp. Female Univ. Teachers	08	36.15	3.56	
4.	Less Exp. Male Univ. Teachers	16	28.60	3.85	0.955
	Less Exp. Female Univ. Teachers	10	29.88	2.95	
5.	More Exp. Univ. Teachers	34	30.10	3.66	0.525
	More Exp. College Teachers	226	29.76	2.43	
6.	Less Exp. Univ. Teachers	26	28.56	4.87	2.131*
	Less Exp. College Teachers	114	30.73	3.77	

* Significant at .05 level.

** Significant at .01 level.

2. FAMILY RELATIONSHIP :

The family relationship was measured by **family relationship questionnaire** Gupta & Gupta. The comparison were made in the form of different groups & sub groups on the basis of sex, qualification, experience and administration.

a. ON THE BASIS OF SEX WITH QUALIFICATIONS :

From table 4.26, it was observed that C.R. values 3.563, 4.792, 4.386, 5.366 were respectively found between less qualified male university teachers- less qualified female university teachers, more qualified male college teachers - more qualified male university teachers, more qualified female college teachers - more qualified female university teachers, less qualified male college teachers - less qualified female university teachers. In all the four cases, the C.R. values were significant at .01 level as well as at .05 level. It also indicate that less qualified female university teachers, more qualified male univ. teachers, more qualified female univ. teachers have better family relationship in comparison to their counter parts. It was also observed that less qualified male college teachers have a better & significant family relationship in comparison with less qualified male university teachers.

b. ON THE BASIS OF SEX WITH EXPERIENCES :

Table 4.27, indicated that more experienced male college teachers have a better family relationship (29.08) in comparison to more experienced female college teachers & the C.R. value was found 4.30, significant at .01 & .05 level. It was also observed that less experienced college teachers have better family relationship (30.73) in comparison to less experienced university teachers and the C.R. value,

TABLE - 4.28

Mean, S.D. & C.R./t Value of Family Relationship on the basis of Sex & Administration of Total Group

S.No.	Group	N	Mean	S.D.	C.R./t
1.	Total College Male Teachers	260	28.98	3.46	3.496**
	Total College Female Teachers	80	27.55	3.12	
2.	Total Univ. Male Teachers	42	32.63	3.11	.038
	Total Univ. Female Teachers	18	32.66	2.66	
3.	Total College Male Teachers	260	28.98	3.46	6.952**
	Total Univ. Male Teachers	42	32.63	3.11	
4.	Total College Female Teachers	80	27.55	3.12	4.036**
	Total Univ. Female Teachers	18	32.66	2.66	
5.	Total Male Teachers	302	29.48	4.63	2.115*
	Total Female Teachers	98	28.49	3.88	

** Significant at .01 level.

* Significant at .05 level.

TABLE - 4.29

Mean, S.D and C.R./'t' of Family Relationship on the basis of Qualification and Administration of Total Group

S.No.	Group	N	Mean	S.D.	C.R./'t'
1.	More Q College Teachers More Q Univ. Teachers	206 25	28.76 30.15	3.55 4.12	1.616
2.	Less Q College Teachers Less Q Univ. Teachers	134 35	29.20 30.17	3.33 2.97	1.681
3.	More Q College Teachers Less Q College Teachers	206 134	28.76 29.20	4.12 3.84	1.004
4.	More Q Univ. Teachers Less Q Univ. Teachers	25 35	30.15 30.17	3.69 2.98	.022
5.	Total More Qualified Teachers Total Less Qualified Teachers	231 169	28.91 29.40	4.06 3.66	0.575 149-

2,131 was also significant at .05 level. In other cases, the family relationship did not show any significant difference in their family relationship on the basis of sex with experiences.

C. ON THE BASIS OF SEX AND ADMINISTRATIONS :

Table 4.28 showed that different C.R. values i.e. 3.496, 6.952, 4.036, 2.115 respectively for total college male teachers - total college female teachers, total college male teachers - total university male teachers, total college female teachers - total university female teachers, total male teachers - total female teachers were significant at .01 and .05 level. It was also observed that univ. male and female teachers have a better family relationship in comparison to college teachers. Table 4.28 also indicate in total group that male teachers have better family relationship (29.48) in comparison to female teachers.

D. ON THE BASIS OF QUALIFICATION AND ADMINISTRATION

From table 4.29, it was clear that qualification and administration did not play any significant role in their family relationship. In all the five sub groups, no C.R. value was found significant at any level and the University Teachers (Less qualified and more qualified teachers) always had a good family relationship in comparison to the college teachers.

3. TEACHERS PROFESSIONAL VALUES (TPV) :

It was measured with the help of Teachers Professional Values Scale (TPVS) developed by Dr. Prakash Chandra Shukla, Reader and Dr. W.N. John, Reader, Faculty of Education, Gorakhpur University, Gorakhpur. The comparisons were made in the form of different possible groups of teachers on the basis of sex, experience,

TABLE - 4.30

Mean, S.D. & C.R./t of Teachers Professional Values of Different Groups on the basis of Sex with qualifications

S.No.	Group	N	Mean	S.D.	C.R./t
1.	More Q Male College	160	179.55	09.81	1.23
	More Q Female College	46	177.55	09.71	
2.	Less Q Male College	100	177.55	09.46	0.52
	Less Q Female College	34	178.55	09.81	
3.	More Q Male Univ.	20	183.65	15.48	0.05
	More Q Female Univ.	05	184.05	14.71	
4.	Less Q Male Univ.	22	183.00	12.52	0.24
	Less Q Female Univ.	13	182.15	08.45	
5.	More Q Male Univ.	20	183.65	15.48	1.15
	More Q Male College	160	179.55	09.81	
6.	Less Q Male Univ.	22	183.00	12.52	0.99
	Less Q Male College	100	177.55	09.71	

TABLE - 4.31

Mean, S.D. & C.R./t of Teachers Professional Values of Different Groups on the basis of Sex with Exp.

S.No.	Group	N	Mean	S.D.	C.R./t
1.	More Exp. Male College	180	179.55	10.71	1.55
	More Exp. Female College	46	182.45	11.48	
2.	Less Male College	80	178.65	10.52	1.42
	Less E Female College	34	180.42	9.73	
3.	More E Male Univ.	26	183.35	10.89	0.53
	More E Female Univ.	08	181.15	11.44	
4.	Less E Male Univ.	16	178.35	10.15	0.80
	Less E Female Univ.	10	181.84	11.23	
5.	More E Univ. Teacher	34	182.25	10.90	0.61
	More E College Teacher	226	181.05	9.37	
6.	Less E Univ. Teacher	26	180.09	9.45	0.20
	Less E College Teachers	114	179.53	10.12	

* denote at .05 level of significance.

** denote at .01 level of significance

qualification and administration. In order to find out the significant differences among them and reach at a meaningful conclusions, 't' values were also estimated.

i. **Comparision of Teachers Professional Values in Different Groups on the basis of Sex :**

a. **Sex with Qualification :**

From Table 4.30, the mean values of TPV of more qualified (Univ.- College) teachers are 183.65 and 179.55, respectively. The C.R. values is found 1.15, which is not significant at any level of significance. Here the higher mean value of university teachers regarding TPV indicates that university teachers are quite aware towards the teaching profession than college male teachers. The mean values 183.00 and 177.55 of less qualified male (university & college) have observed that C.R. value was not significant any .01 level of significance. This difference clearly indicates that university male teachers are more social, not greedy towards money matters, effective teaching and more democratic than college male teachers.

b. **Sex & Experience :**

From table 4.31 it has been observed that more exp. (male -female) college teachers have mean value 179.55 and 182.45, respectively. The observed C.R. (1.55) was not significant at any level of significance. This difference shows that more exp. female have more value of TPV than their counterparts. In the other also no value was significant.

C. **Sex & Administration :**

Mean values 179.55 and 183.15 (Table 4.32) in case of total male (College- Univ.) teachers C.R. value was 2.00 between

TABLE - 4.32

Mean, S.D. & C.R./t' of Teachers Professional Values of Different Groups on the basis of Sex and Administration

S.No.	Group	N	Mean	S.D.	C.R./t'
1.	Total College Male	260	179.55	09.71	0.35
	The College Female	80	180.00	10.14	
2.	Total University Male	42	183.15	08.45	0.13
	Total University Female	18	183.68	15.48	
3.	Total College Male	260	179.55	09.71	2.00*
	Total Univ. Male	42	183.15	08.45	
4.	Total College Female	80	180.00	10.14	1.43
	Total Univ. Female	18	183.18	15.48	
5.	Total Male	302	181.35	12.57	0.83
	Total Female	98	181.84	12.80	

* denote at .05 level of significance.

TABLE - 4.33

Means, Standard Deviations and C.R./'t' of Different Groups on the basis of Exp. with Sex

S.No.	Group	N	Mean	S.D.	C.R./'t'
1.	More E Male	206	179.55	09.81	1.09
	Less E Male	96	177.68	15.48	
2.	More E Female	54	180.05	14.17	0.39
	Less E Female	44	179.00	12.52	
3.	More E Male	206	179.65	09.81	0.79
	More E Female	54	177.68	15.48	
4.	Less E Male	96	177.68	15.48	0.53
	Less E Female	44	179.00	12.52	

Univ. Male teachers (183.15) & College male teachers (179.55) was found significant at .05 level of significance. The present findings are found similar as in previous case.

(ii) **Comparison of Teachers Professional Values in Different Groups on the basis of Experience :**

a. **Experience with Sex :**

From table 4.33, the comparisons were made in different groups of (Male-male) (Female-female), (male-female) teachers with (more-less) experience. But, it has been observed that there is no significant difference in these groups of teachers.

b. **Experience with Qualifications :** (Table - 4.35)

From Table 4.34 shows that more exp., more qualified (college- univ.), less exp. less qualified (college - univ.) more exp. more qualified, less exp. less qualified (univ. - univ.), (college- college) teachers have no significant differences.

c. **Experience with Administration :**

On the basis of (univ.- college), (Univ.- univ.) more and less exp. teachers also have no significant results as in previous case. But a significant difference has been oververed in case of more exps. teachers with less exp. teachers. The obtained C.R. (2.07) was significant at .05 level of significance. It indicates that more exp. teachers have better Teachers professional values.

(iii) **Comparison of Teachers Professional Values in different groups on the basis of qualification :**

a. **Qualification with Sex :**

From table 4.30 the significant results are found just similar to that of the table 4.30.

TABLE - 4.34

Means, Standard Deviations and C.R./t of Different Groups on the basis of Exp. with Sex

S.No.	Group	N	Mean	S.D.	C.R./t
1.	More E More Q College	130	180.00	10.14	0.91
	More E More Q Univ.	14	177.55	09.71	
2.	Less E Less Q College	38	179.00	09.10	0.89
	Less E Less Q Univ.	15	177.68	15.48	
3.	More E More Q Univ.	14	177.55	09.71	0.03
	More E Female	15	177.68	09.71	
4.	More E More Q College	130	180.00	10.14	0.55
	Less E Less Q College	38	179.00	9.71	
5.	Total More E More Q Teacher	144	180.00	10.14	0.86
	Total Less E Less Q Teacher	45	177.00	15.48	

* denote at .05 level of significant.

** denote at .01 level of significance.

TABLE - 4.35

Means, Standard Deviations and C.R./t of Teachers Professional Value of Different Groups on the basis of Exp. with Administration (Total Group)

S.No.	Group	N	Mean	S.D.	C.R./t
1.	More E Univ.	34	180.55	14.17	0.25
	Less E Univ.	26	179.55	15.48	
2.	More E College	224	178.00	12.52	1.58
	Less E College	114	180.00	10.14	
3.	More E Univ.	34	180.15	14.17	1.54
	More E College	226	178.00	12.52	
4.	Less E Univ.	26	179.55	15.48	0.13
	Less College	114	180.00	14.17	
5.	Total More E Teacher	260	180.00	12.52	2.07
	Total Less E Teacher	140	177.05	14.16	

* denote at .05 level of significance.

TABLE - 4.36

Means, Standard Deviations and C.R./t of Teachers Professional Values of Different Groups
on the basis of Qualification with Sex

S.No.	Group	N	Mean	S.D.	C.R./t
1.	More Q College Male	160	179.55	09.81	1.15
	More Q Univ. Male	20	183.65	15.48	
2.	Less Q College Male	100	177.55	09.71	1.92
	Less Q Univ. Male	22	183.00	12.52	
3.	More Q College Female	46	177.55	09.71	0.96
	More Q Univ. Female	05	184.05	14.71	
4.	Less Q College Female	34	178.55	09.81	1.25
	Less Q Univ. Female	13	182.15	08.45	
5.	More Q Male	180	180.08	10.14	1.02
	More Q Female	51	177.73	15.48	
6.	Less Q Male	122	182.27	10.14	0.94
	Less Q Female	44	180.35	12.52	

TABLE - 4.37

Means, Standard Deviations, and C.R./t of Teachers Professional Values of Different Groups
on the basis of Qualification & with Administration (Total Group)

S.No.	Group	N	Mean	S.D.	C.R./t
1.	More Q College	206	178.05	14.17	1.09
	More Q Univ.	25	181.00	12.52	
2.	Less Q College	134	178.15	08.45	2.04*
	Less Q Univ.	35	183.68	15.48	
3.	More Q College	206	178.05	14.17	0.03
	Less Q College	134	178.15	8.45	
4.	More Q Univ.	25	181.00	12.52	0.74
	Less Q Univ.	35	183.68	15.48	
5.	Total More Qualified	231	179.52	08.45	3.56**
	Total Less Qualified	169	182.91	10.14	

* denote at .05 level of significance.

** denote at .01 level of significance.

TABLE - 4.38

Means, Standard Deviations, and C.R./t' of Teachers Professional Values of Different Groups
on the basis of Administration (Total Group)

S.No.	Group	N	Mean	S.D.	C.R./t'
1.	College Male Univ. Male	260 42	179.55 183.15	09.71 08.45	2.51*
2.	College Female Univ. Female	80 18	180.00 183.68	10.14 15.48	0.96
3.	College Male College Female	260 80	179.55 180.00	09.71 10.14	0.35
4.	Univ. Male Univ. Female	42 18	183.15 183.18	08.45 15.48	0.01
5.	Total College Total Univ.	340 60	179.07 183.16	15.48 12.52	2.24*

* denote at .05 level of significance.

b. **Qualification with Administration :**

From Table 4.37 it is found that less qualified (college-Univ.) teachers have mean values 178.15 and 183.68, respectively. This difference has C.R. 2.04, which was significant at .05 level of significance.

In total group, more qualified and less qualified teachers have means 179.55 and 182.91 and the C.R. value 3.56 was found significant at .01 level of significance. It indicates that less qualified teachers have better teachers professional values.

(iv) **Comparision Teachers Professional Values
on the basis of Administration (Total Group)**

It has been observed from the Table 4.38 the college teachers mean 179.77 is less than Univ. teachers mean 183.16. The obtained C.R. is 2.24 which is significant .05 level of significance. It clearly indicates that univ. teachers & univ. male teachers are quite sincere towards' their profession. Because they have upto date knowledge of the subject due to more facilities of library, attend seminars in India and abroad. They are also more democratic, not greedy and well cultured. The mean value of teachers professional value, were 179.55 & 183.15 respectively for College male and univ. male teachers & the C.R. value was found 2.51, was significant at .05 level.

DISCUSSION :

From the above tables 4.38, it is observed that there is significant difference in (male-female) teacher. But the significant differences have been found in case of more qualified, less qualified (Univ.- college) male teachers. Significant result only in one group is

also found in case of more and less experienced teachers. More qualified and less qualified teachers and total (college-univ.) teachers have shown significant results, regarding teachers professional values.

All results achieved here are well in agreement with findings of Singh (Chapter 2, ref. 62) Arora (Chapter 2, ref. 65), Kumar (Chapter 2, ref. 68) and Nair (Chapter 2, ref. 75). They studied teachers professional values related with qualification, administration etc. But regarding experience our findings are not agree with the findings of Kumar (Chapter 2, ref. 68) and Gupta and Shamshery (Chapter 2, ref. 77). They studied that teachers professional value are not related with experience.

CHAPTER - V

FINDINGS AND SUGGESTIONS

Every scientific and systematic study yields some findings which are some lines quite need useful and grow light in further involvement in the previous investigations. The analysis of data of present study leads to certain findings and conclusions which are reported in this Chapter. The study was planned and carried out to test the tentative hypotheses and objectives formulated. Each of the hypotheses and objectives were evaluated in the light of the study. The educational implications of this investigation, suggestions for further research work including few limitations are given in the end of this chapter.

1. Testing of the Hypotheses :

The first working hypothesis was, "the teachers' professional values are related to organizational climate of colleges", and the objective was "to study the relationship between organizational climate of college and teachers' professional values." On analysing the results the hypothesis has been accepted.

The dimension disharmony has significant negative relationship with teachers professional values educational, moral, personal and democratic in all group of teachers.

The second dimension hinderance and fourth lack of facilities have a negative relationship with all seven professional values. Significant and positive correlationship were found between third, sixth and eight dimension with some professional values, while as fifth and

seventh dimensions have positive and not significant relationship with teachers professional values. It clearly show that negative dimensions have negative relationship with professional values, while as positive dimensions related positively with professional values. On the basis of these findings of the present study, the first hypothesis has been accepted, and the first objective, as stated above, has been achieved.

The second hypothesis is that "the teachers' anxiety is related to organizational climate of colleges" with the Corresponding objective" to study the relationship between organizational climate of colleges and teacher's anxiety." The positive and significant correlations between organizational climate and teachers anxiety have been found in case of negative dimensions. But in most of the cases negative and significant correlations are obtained with positive dimensions. It has been clearly seen that teachers anxiety have a significant relationship with the different dimensions of the organizational climate.

On the above analysis the second hypothesis has been accepted and the related objectives has been achieved.

The third working hypothesis was that "The organizational climate of the Colleges is related to teachers' family relationship" and the related objective was" to study the relationship between organizational climate & family relationship of teachers." It was observed that the dimension of organizational climate disharmony, Hinderance, academic emphasis & lack of facilities have significant and positive relationship while in care of other dimensions of organizational climate support & satisfaction authoritarianism, democracy & freedom, the family relationship have significant and

negative relationship. On the above basis the third hypothesis accepted & corresponding objective has been achieved.

The fourth working hypothesis states that "the professional values will differ in the more experienced and less experienced teachers."

There are no significant differences regarding professional values in different sub groups of the teachers. But, in total group of teachers significant difference is obtained between more experienced and less experienced teachers regarding this variable. Hence, this hypothesis is partially accepted and the corresponding objective has been achieved.

The fifth hypothesis of the study is that "the teachers professional values will differ in the more qualified and less qualified teachers," The more qualified male univ. teachers - more qualified male college teachers, less qualified male univ. teachers - less qualified college teachers and total group of more qualified teachers - less qualified teachers showed significant differences regarding professional values. Thus, the hypothesis has been accepted and the related objective has been achieved.

The seventh hypothesis of the study states that "the professional values will differ in university teachers and college teachers", with the corresponding objective "to find out the difference in professional values with respect to administration."

A significant difference has been observed in the total group of university teachers & the total group of college teachers. It indicates that university teachers have better professional values than college teachers. On the above analysis the sixth hypothesis has been accepted.

On the basis of above discussion for hypothesis 4,5 & 6 the objective, "to study the professional values of teachers with respect of variables namely teachers', sex, experience, qualifications & type of the management of the college" has been achieved.

The seventh working hypothesis is that "the teachers anxiety will differ in the male and female teachers."

On the analysis it has been found that more qualified (male-female) teachers, less qualified (male-female) teachers, (male - female) university, (male - female) college teachers, and total group of (male - female) teachers have shown significant difference regarding teachers anxiety. It clearly indicates that female teachers suffer with more anxiety. On the basis of these findings of the study, the seventh hypothesis has been accepted.

The eight hypothesis was that "the teachers' family relationship will differ in male & female teachers." To test this hypothesis, family relationship was measured with the help of "Teacher Family-relationship questionnaire. "It was observed that female teachers were better in comparison to male teachers. It was also observed that University female teachers had a positive & significant difference with University male teachers. Thus, our eighth hypothesis has been accepted.

The ninth hypothesis was that "the teachers anxiety will differ in the more experienced and less experienced teachers." The group of more experienced and less experienced teachers does not show any significant difference regarding teachers anxiety. On the above analysis the eighth hypothesis has been rejected.

The tenth hypothesis of the study is that "the teachers anxiety will differ in the more qualified and less qualified teachers." The

significant results are found in some of the sub-groups. But in total group of (more qualified & less qualified) teachers have no significant difference regarding this aspect.

In this way the tenth hypothesis has partially been accepted in case of subgroups and partially rejected in case of total group. Hence, this hypothesis is partially accepted.

The last working hypothesis states that "the teachers anxiety will differ in the teachers of university and colleges."

There is no significant difference in the anxiety of university and college teachers. Hence this hypothesis has been rejected.

2. Findings :

- a. The negative dimensions of the organizational climate Disharmony, Hinderance, Authoritarianism and Lack of facilities are negatively correlated with moral, social, educational democratic and aesthetic values.
- b. The positive dimensions of the organizational climate support and satisfaction, democracy and freedom, discipline and control have shown significant positive correlation with moral, social, educational, personal and democratic professional values.
- c. The positive dimensions of organizational climate namely thrust and academic emphasis show positive and insignificant relationship with all the seven professional values.
- d. The negative dimensions of the organizational climate are positively correlated with teachers anxiety.
- e. The positive dimensions of the organizational climate are negatively correlated with teachers anxiety.

- f. More qualified male univ. teachers have better teachers professional values than more qualified college male teachers.
- g. Less qualified male univ. teachers are also better than less qualified college teachers regarding teachers professional values.
- h. Total less qualified teachers shows significant difference regarding teachers professional values with more qualified teachers.
- i. Total male teachers do not show any significant difference with female teachers regarding professional values.
- j. More experienced teachers proved better teachers professional value than less experienced teachers (Total group).
- k. There is observed a significant difference between college and university teachers and it has been found that university teachers have better professional values than college teachers.
- l. More qualified female college teachers have high anxiety than more qualified male college teachers.
- m. Less qualified female college teachers also have high anxiety than less qualified male college teachers.
- n. University female teachers show high anxiety with university male teachers.
- o. There are significant differences in the anxiety of (male-female) university, (male- female) teachers of College and (male - female) total group of female teachers suffer with more anxiety in comparison to male teachers.
- p. More experienced teachers and less experienced teachers do not show significant difference.
- q. The female teacher i.e. University/College teachers were better in their family realationship comparision to male teachers.

- r. The family relationship have the relationship with the climate dimension - disharmony, hinderance, academic emphasis & lack of facilities while negative relationship with support satisfaction, authoritarianism democracy & freedom have negative relationship.
- s. Total more qualified teachers and total less qualified teachers does not have significant difference regarding anxiety.
- t. There is no significant difference in anxiety of university and college teachers (total group).

3. **Suggestions :**

- a. This study can be repeated with other tools on a large sample, which may give better & more reliable results.
- b. This study may also be applied to principals of degree colleges.
- c. The organizational climate of each college should be identified & this process should be repeated at different intervals from time to time so that if there is any change in the climate, it may be detected soon.
- d. The selection & appointment of teachers in a college should be made keeping in mind the specific climate relate to which type of teachers professional values.
- e. Minimizing the anxiety of the teachers (by providing facilities will be helpful to achieve positive goals.

4. **Educational Implications :**

- a. Each college has its specific organizational climate distinct from others.
- b. The teacher who are successful in each college should have distinct professional values and some other determinants

commensurate with the help of climate prevailing in that college.

- c. Teachers professional values is no absolute. It is a relative term and is influenced by certain variables like teachers sex, faculty, locale of his work, climate and so on while comparing the standard of the colleges, a justifiable can be made climate-wise.

5. **Limitations :**

- a. Due to paucity of time, the study was restricted to degree colleges and university campus of Bundelkhand University, Jhansi . It could have been more useful and interesting if the sample could be taken on inter-university basis and inter cultural basis.
- b. The number of teachers was too small for fairly stable correlations to be obtained in between the different variables.
- c. Obviously, the study suffered from all the limitations which its tools might have been suffering from .

6. **Suggestions for Further Research Work :**

- a. In this research work only 11 hypotheses were considered mainly regarding teachers professional values and impact of other variables on each other in University/College teachers of Bundelkhand University. But, the sample and area were too small to lead to any dependable conclusions. Hence, a study comprising of a much bigger sample and area should be undertaken.
- b. The study may be conducted at other levels of education such as primary, secondary levels.

- c. A comparative study of organizational climate & teachers professional values of effective teachers in different types of schools, on the basis of administration, i.e. Govt. , semi govt., private, missionary and public schools.
- d. The study may be repeated with more accurate & valid experimental design under more vigorously controlled conditions.

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